

**West College Scotland
Board of Management**

Monday 1 February 2021 at 4.00p.m. via the Teams link circulated by the Secretary

Agenda

General Business

1. Welcome
2. Apologies
3. Declaration of Interests
4. Minutes of the meeting held on Monday 14 December 2020

.1 Actions from the minutes	Enclosed	WH
	Enclosed	WH
5. Matters Arising from the minute
(not otherwise on the agenda)

Main Items for Discussion and / or Approval

6. Student Association Report Paper 6 VT
7. Chief Executive's Report Paper 7 LC
8. Chair's Report including:

.1 Re-alignment of Board Committees	Paper 8	WH
.2 Appointment to Senior Independent Board Member, Chair for the Audit Committee and Board representative on the WCS Foundation	Paper 8.1	WH
	Paper 8.2	WH
.2 Board Effectiveness Review	Paper 8.3	WH
9. Interim Regional Outcome Agreement 2020-21
and Self Evaluation Report 2019-20 Paper 9 StG
10. Strategic Risk Register Paper 10 DA

Committee Reports

11. Audit Committee
Minutes of the meeting held on Thursday 3 December 2020 Paper 11 GB
12. Asset and Infrastructure Committee
Minutes of the meeting held on Tuesday 8 December 2020 Paper 12 NA

Items for Information

13. Board of Management:
Membership, Dates of Meetings and proposed
Schedule of Business 2020/21 Paper 13 ShG
14. Any Other Business
15. Date of Next Meeting:
Monday 22 March 2021 at 4.00 p.m

Shirley Gordon
Secretary to the Board

BOARD OF MANAGEMENT

Minutes: Monday 14 December 2020.

Present: Waiyin Hatton (Chair), Nick Allan, Steven Cairney, Liz Connolly, Jim Hannigan, Jacqueline Henry, Linda Johnston, John Leburn, Angela Wilson, Fiona Mckerrell, John McMillan, Vanessa Thompson, David Watson, Andrew Hetherington, Mark Newlands, Jenifer Johnston, Stefana Margarint.

Attending: David Alexander (Vice Principal Operations), Shirley Gordon (Secretary to the Board), Stephanie Graham (Vice Principal Educational Leadership), Alan Ritchie (Director of Finance), Martin Joyce (Director of Infrastructure).

Apologies: Sabira Akram.

BM667 WELCOME

The Chair welcomed everyone to the virtual Board meeting and thanked all in attendance for their participation.

Dr Hatton thanked the Vice Principal Educational Leadership for the insightful presentation earlier on the SFC Review of Coherent Provision and Sustainability Phase 1 Report. The Principal had confirmed continued engagement with the SFC and, if any Board member had any further comments / feedback, they could contact her direct.

BM668 DECLARATIONS OF INTERESTS

The following declarations of interest were recorded and **noted**:

- Waiyin Hatton: Wai Beyond, People and organisational development consultancy; Harvey McMillan, People and organisational development consultancy; Action Against Stalking; Colleges Scotland (Board member).
- John McMillan and Liz Connolly: Trustees of the West College Scotland Foundation.
- Jim Hannigan: University of Strathclyde and National Manufacturing Institute Scotland (NMIS).
- David Alexander: Scottish Funding Council Board member and Chair of the SFC Audit and Compliance Committee.
- Angela Wilson: West Dunbartonshire Council.
- Sabira Akram: Scottish Qualifications Authority.
- Fiona Mckerrell: Skills Development Scotland.

BM669 MINUTES OF PREVIOUS MEETINGS

The minutes of the meeting held on 5 October 2020 were **approved**.

BM670 ACTIONS FROM THE MINUTES

The Board **noted** the actions taken since the last meeting.

BM671 MATTERS ARISING FROM THE MINUTES

There were no matters arising not otherwise on the agenda.

BM672 STUDENT ASSOCIATION REPORT

The Board **noted** the report submitted by Vanessa Thompson (President, WCS Student Association) summarising the activities of the Student Association (SA) since the last Board meeting. Ms Thompson thanked all College staff for their support and assistance during 2020. Despite the challenges, the SA was delighted with the feedback from students who were given support during this difficult time and they continued to work in partnership with the College in order to support students throughout the ongoing pandemic. Ms Thompson and Ms Margarint highlighted the following:

- Recruitment of class reps had gone well and, over the next few months, the SA hoped to continue their recruitment recognising the key role class reps played in sharing the student voice.
- The Think Positive campaign continued to be a priority. This was a mental health initiative undertaken with the College to offer much needed support to students, especially around stress and anxiety. This had been promoted online using SA social media platforms.
- Promotion of Alcohol Awareness Week, which ran from 16 November to the 22 November 2020.
- Promotion of the national White Ribbon campaign which raised awareness of domestic violence and promoted healthy relationships and gender equality.
- Some of the ongoing fun Christmas activities, including competitions and quizzes.
- Plans for activity in 2021, including participation in the LGBTQ awareness campaign, general health and wellbeing tips and gaming advice.

The Board welcomed the commitment and engaging approach of the SA and the Chair thanked Ms Thompson and Ms Margarint for the update and the sterling work of the SA.

BM673 CHIEF EXECUTIVE'S REPORT

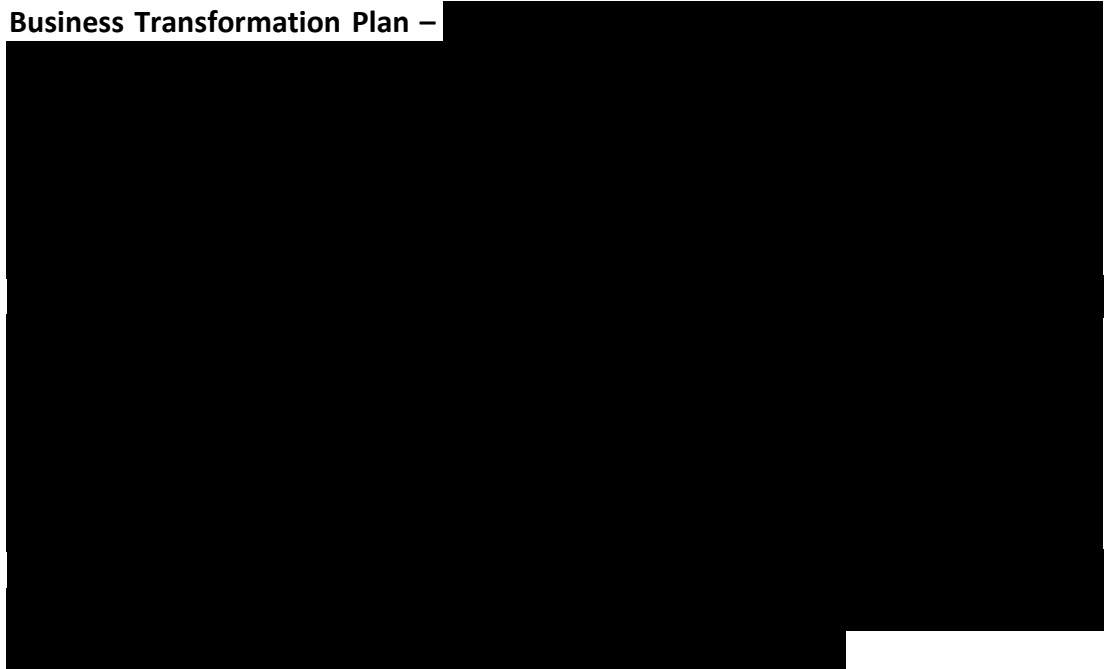
The Board received a written report from the Principal and Chief Executive, and Ms Connolly provided an update on the following:

- **Covid-19** – College activity under Level 4 restrictions from 23 November 2020 to 11 December 2020 (campuses in Clydebank and Paisley) and Level 3 restrictions (campuses in Greenock) was summarised including the reviewed delivery of curriculum and support teams. In anticipation of the more severe restrictions coming into place on 23 November 2020, the College had been reducing on-campus activity and, in the week prior to 23 November, this was just over 6% of classes taught on campus, with the rest taught virtually. With careful planning and adjustments to activity and the postponement of some provision and assessment activity on Paisley and Clydebank campuses, however, student numbers on campus were further reduced by around 25%. This would continue to be carefully monitored and teams were considering options should the Level 4 restrictions again be in place after the Christmas break. The College Mobilisation Group continued to meet on a weekly basis to consider any emerging issues and new guidance in what continued to be a very fluid situation.

In response to a question, the Vice Principal Educational Leadership outlined the ongoing sector-wide engagement with the SQA and other awarding bodies in relation

to exam / assessment models. In some curriculum areas such as construction and engineering where formal assessment was of a practical nature (and not adaptable to online), Ms Graham also summarised the impact of the current social distancing measures, which resulted in a significantly reduced number of students able to be in campus teaching rooms.

- **Business Transformation Plan –**



- **Regional Outcome Agreement** – On 1 December 2020, the Scottish Funding Council published Guidance for Interim Outcome Agreements for Colleges and Universities AY 2020-21. The Guidance outlined the steps required to ensure an Agreement was in place between the SFC and each institution, or college region, during this emergency period in order to capture , at a high level, contributions, impact and outcomes which provide assurance on use of allocated funding in AY 2020-21. The Framework for interim Outcome Agreements for AY 2020-21 was summarised and the Principal reported that the Interim Outcome Agreement for 2020-21 would be presented to the Board for approval at its February 2021 meeting.
- **College Graduations** - as a result of the pandemic, the College was unable to hold its normal graduation celebrations this year, however, three virtual graduations were held throughout November. Each was well attended with staff, students and their friends and families engaging in the ceremonies via a live chat facility. All three graduations were still available to view on YouTube and via the College website and to date had collectively had almost 3,500 viewings. The graduations ceremonies were all designed, managed and produced in house by the Communications Team and Television Production Team.

- **National Bargaining** - National Colleges Scotland Employers Association negotiations with teaching staff, in relation to a 2020-21 pay award, had concluded with an agreed consolidated 2% pay increase. Negotiations with support staff trade unions remained ongoing in relation to a 2020-21 pay award and a National Joint Negotiating Committee (NJNC) meeting was held on Wednesday 2 December 2020 when a revised pay offer was made. A decision was awaited.

The Chair thanked the Principal for the update and the Board **noted** her report.

BM674 CHAIR’S REPORT

The Board received a written report from the Chair which summarised her recent activities and meetings. Dr Hatton highlighted the following:

- **WCS Graduations** – congratulations to all graduates, award winners and the production team following the three virtual graduations (Clydebank, 12 November; Paisley, 19 November; and Greenock, 26 November) which were uplifting as was the celebratory atmosphere created by graduates, guests and staff through the ‘chat’ messages.
- **Colleges Scotland** – Continued participation in Board and Chairs’ Group meetings, with current primary focus on collective input into the Scottish Funding Council Review.
- **Meetings with three Local Councils** – alongside the Principal, meeting with the Leaders and Chief Executives of the each of the three councils (Renfrewshire, Inverclyde and West Dunbartonshire). This provided an opportunity to be explicit about a commitment to working in meaningful partnerships, building on the strong foundations of the College. The meetings also provided the opportunity to update each other on respective current issues, challenges and aspirations.

The Board **noted** the report from the Chair.

BM675 BOARD MEMBERSHIP – REPORT FROM THE SELECTION PANEL

[REDACTED]

[REDACTED]

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The Chair of the Audit Committee reported that, at the meeting held on 3 December 2020, the Committee recommended approval of Wai Wong’s reappointment as a co-opted member to the Board for a further one year (1 March 2021 to 28 February 2022) **and the Board approved this.**

BM676 INTERNAL AUDIT ANNUAL REPORT 2019-20

The Vice Principal Operations presented the Internal Audit 2019-20 Annual Report, which formed part of the information which required to be reviewed in considering approval of the 2019-20 College Financial Statements. The Internal Audit Annual Report would also be submitted to the Scottish Funding Council (SFC), as this was required as part of the annual financial reporting pack.

Mr Alexander explained that Scott Moncrieff were the College internal auditors until 31 July 2020 and had provided a report covering the year to 31 July 2020. The report was considered and approved by the Audit Committee at the 21 May 2020 meeting, by which point the internal auditors had completed delivery of the 2019-20 audit plan. The College also received subsequent confirmation from Scott Moncrieff in October 2020 that they were not aware of any factors since the report was presented to the May 2020 Audit Committee that required them to change the content and conclusion contained within their annual report.

The key extract from the report was in relation to the overall audit opinion based on the work undertaken during the year which was *“In our opinion West College Scotland has a framework of controls in place that provides reasonable assurance regarding the organisation’s governance framework, internal controls, effective and efficient achievement of objectives and the management of key risks”*.

Mr McMillan added that the Joint Audit and Finance and General Purposes meeting of 24 November 2020 considered this report and approved the content for presentation to the Board of Management. He thanked the internal auditor and the College Finance team for their help, courtesy and co-operation during the year.

The Board of Management approved the 2019-20 Internal Audit Annual Report.

BM677 2019-20 ANNUAL REPORT FROM AUDIT COMMITTEE TO THE BOARD OF MANAGEMENT

The Chair of the Audit Committee reported that the Annual Report to the Board of Management detailed the work carried out by the Audit Committee during the period 1 August 2019 to 31 July 2020 19 and summarised how this related to its core remit responsibilities of:

- General
- Internal Audit
- External audit
- Risk
- Other Reporting

Mr McMillan explained that the Annual Report was a requirement of both the Scottish Funding Council (SFC) Financial Memorandum and the Scottish Public Finance Manual. This report complied with the requirements of these documents. He added that the Report was considered at the Audit Committee meeting of 3 September 2020 and further considered by the Joint Audit/Finance and General Purposes Committee meeting on 24 November 2020 as part of the 2019-20 financial statement considerations. The report was agreed as a fair and accurate representation of the work undertaken by the Audit Committee during 2019-20

The Board of Management approved the Annual Report from the Audit Committee for the year ended 31 July 2020

BM678 EXTERNAL AUDITOR ANNUAL REPORT AND LETTER OF REPRESENTATION 2019-20

The Vice Principal Operations presented the external auditors (Mazars LLP) report on the Financial Statements for the year ended 31 July 2020. The report highlighted the outcome from the 2019-20 external audit review and included the letter of representation that the Board of Management would be requested to approve for signature.

Mr Alexander summarised the Mazars 2019-20 external audit review which considered a number of wider scope areas and risks, concluding that:

- The College had effective arrangements, including budgetary control, that helped Board of Management members scrutinise finances;
- The long-term operational funding gap previously identified by the College as well as a need for significant capital investment remained and increased. Efficiency saving requirements had been assessed over a three-year period and work was ongoing by

the College to deliver these. Ultimately it was considered that the College had adequate financial planning arrangements in place;

- The College had governance arrangements in place that provided appropriate scrutiny of decisions made by the Board of Management; and
- The College had an effective performance management framework in place that supported progress towards the achievement of value for money.

Mr Alexander explained that the content of the letter of representation confirmed to the auditors the validity of representations made by the College on which they had relied in arriving at their audit opinion. The conclusion of the external auditors was to issue an unqualified opinion in relation to their review of the 2019-20 College Financial Statements. He added that the external auditor 2019-20 Annual report was considered at the joint meeting of the Audit and Finance and General Purposes Committee on 24 November 2020 and approved for presentation to the Board of Management.

The Board welcomed the Report and commended all those who had contributed to the achievement of the unqualified opinion.

The Board of Management approved:

- **Mazars Annual Report to the Board of Management and the Auditor General for Scotland on the external audit for the year ended 31 July 2020.**
- **The Letter of Representation for signing by the Chair of the Board of Management and the Principal.**

BM679 FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 JULY 2020

The Vice Principal Operations reported that the College Financial Statements for the year ended 31 July 2020 were considered by the Joint Audit and Finance and General Purposes Committee on 24 November 2020, with the recommendation being that these be approved by the Board of Management. Mr Alexander advised that the Financial Statements should be read in conjunction with the External Auditors Annual Report and Letter of Representation which were considered earlier. Mr Alexander provided an overview of the 2019-20 Financial Statements which encompassed:

- Financial reporting requirements;
- An overview of the final year end position, reconciling the College April Management Accounts forecast as presented to the Finance and General Purposes Committee, to the audited position as at 31 July 2020;
- The College's underlying adjusted operating position as at 31 July 2020;
- Consideration of balance sheet movements; and
- The next steps in completing the year-end financial statement process.

Mr Leburn reported that the Finance and General Purposes Committee discussed the wealth of detail contained in the Performance and Accountability Reports at its meeting held on 24 November 2020 and he commended the open and transparent way in which the reports had been written. Mr Hannigan echoed this view and highlighted that, until the disruption to College business caused by the Covid-19 pandemic, it was on track to achieve an underlying financial breakeven position for 2019-20.

The Board commended the positive outturn under such unprecedented circumstances due to the Covid-19 pandemic.

The Board of Management approved for signature by the Chair of the Board and the Principal, the West College Scotland Financial Statements for the year ended 31 July 2020.

BM680 MANAGEMENT ACCOUNTS TO 31 OCTOBER 2020

The Vice Principal Operations presented the Management Accounts for the three-month period to 31 October 2020.

Mr Alexander provided an overview of those factors with a potential to impact the accounts and drew these to the attention of the Board of Management. He highlighted the following:

- Budget efficiencies to be achieved and the year to date position;
- Adjusted operating position of the College which was a key indicator of financial sustainability; and
- Key risks which may have an impact on the financial position of the College.

Mr Leburn reported that the Finance and General Purposes Committee discussed the accounts at its meeting held on 24 November 2020 and he commended the open and transparent way in which issues had been highlighted and was reassured they were being managed in a timely fashion by the Executive Team and in consultation with the SFC where appropriate.

The Board of Management noted the Management Accounts to 31 October 2020, which forecast a breakeven adjusted operating position for the 2020-21 financial year.

BM681

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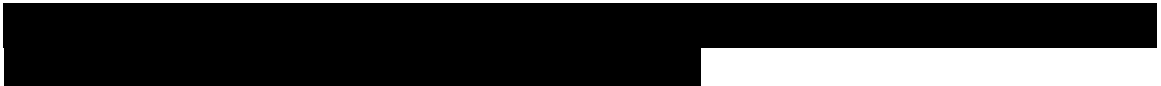
BM682 BOARD OF MANAGEMENT ESTATES DEVELOPMENT SESSION OUTCOMES AND NEXT STEPS RESERVED ITEM

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[REDACTED]

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BM683 RISK MANAGEMENT STRATEGY AND STRATEGIC RISK REGISTER

The Board received a report from the Vice Principal Operations which outlined that, in accordance with the Corporate Governance Code, the Board was tasked with ensuring a framework of risk management and control was in place. Mr Alexander provided:

- An updated College Risk Management Strategy for consideration. The Strategy was reviewed on an annual basis and had been updated to reflect developments in the College’s risk management approach.
- The next steps in the development of the College Risk Management Strategy.
- The current College Strategic Risk Register for the consideration.

The Board considered the updated College Risk Management Strategy noting that several changes had been made to the overall Strategy including updating Committee names and staff roles, several definitions had been updated to reflect current good practice, the inclusion of the College risk appetite statement and now included a revised risk register format. The Board was content with the changes and, although the length of the document was increasing, it represented the required College risk management practices.

Mr Alexander presented the College Strategic Risk Register explaining that the Senior Management Team continued to review it. In carrying out that review process, he summarised the considerations / adjustments that had been made recently and highlighted the mitigating controls across all risks that had been updated to take account of the outcomes of internal / external audit reports and any relevant Scottish Government/Scottish Funding Council announcements. He noted that, based on knowledge of the current operating environment, the Senior Management Team did not

consider there was a requirement to amend the top five risks or the associated risk pre and post mitigation scoring, therefore, there had been no changes to the remaining strategic risk scores.

The Board agreed that the Strategy and Register provided reassurance that good robust plans / controls / mitigations were in place especially in such exceptional circumstances when the College's ability to influence some of these areas was limited.

The Board of Management:

- **Considered and approved the updated Risk Management Strategy.**
- **Noted the next steps in the development of the College Risk Management Strategy.**
- **Reviewed the current Strategic Risk Register and in doing so considered:**
 - o **The risks included in the register;**
 - o **The revised risk rating both pre and post mitigation;**
 - o **Whether any other risks should be considered for removal; and**
 - o **Whether any new risks should be considered for inclusion.**

BM684 F & GP COMMITTEE

.1 The draft minutes of the Finance and General Purposes Committee meeting held on Tuesday 24 November 2020 were **noted**. The acting Committee Chair, Mr Leburn highlighted key points of discussion.

BM685 JOINT AUDIT & FINANCE AND GENERAL PURPOSES COMMITTEE

.1 The draft minutes of the Joint Audit & Finance and General Purposes Committee meeting held on Tuesday 24 November 2020 were **noted**. The Committee Chair, Mr McMillan highlighted key points of discussion.

BM686 HRCD COMMITTEE

.1 The draft minutes of the HRCD Committee meeting held on Wednesday 4 November 2020 were **noted**. The Committee Chair, Mr Newlands, highlighted key points of discussion in particular:

- CDM273 - The Committee recommended approval to the Board of David Mark's reappointment as a co-opted member for a further one year (1 March 2021 to 29 February 2022) **and the Board approved this.**

BM687 LTQ COMMITTEE

.1 The draft minutes of the LTQ Committee meeting held on Wednesday 11 November 2020 were **noted**. The Committee Chair, Mrs Henry, highlighted key points of discussion in particular:

- LM392 - The Committee approved its remit, current membership list and 2020/21 meeting dates and recommended approval to the Board of Ruth Binks' reappointment as a co-opted member for a further one year (1 March 2021 to 28 February 2022) **and the Board approved this.**

BM688 INTERIM REGIONAL OUTCOME AGREEMENT 2020-21

The Vice Principal Educational Leadership reported that on 1 December 2020, the Scottish Funding Council published guidance for an Interim Regional Outcome Agreement for

2020-21 and a 2019-20 Self Evaluation Report. She explained that although the College produced a 2020-21 Regional Outcome Agreement and submitted this in April, all University and College ROAs were not published due to COVID-19.

The guidance now published set out a new framework for the Interim 2020-21 document with a submission date of the end of January 2021. WCS Regional Outcome Agreement Manager had confirmed that, due to the timing of the next Board meeting, both the Self Evaluation Report and Interim Outcome Agreement after could be submitted by 1 February 2021.

Ms Graham added that, normally at this time of year, the College would be producing the 2021-22 ROA but the new SFC timeline required this to be submitted as a draft in May 2021 and finalised in June 2021.

The Board noted the SFC Guidance and agreed to review the draft documents at the Board meeting on 1 February 2021.

BM689 BOARD OF MANAGEMENT

Membership, Dates of Meetings and Schedule of Business 2020/21

.1 The Board **noted** its membership, proposed schedule of business for 2020-21 and the dates of Board and Committee meetings for session 2020-21.

BM690 ANY OTHER BUSINESS

- No other business items were raised.
- The Chair reported that it was the last meeting for both Andrew Hetherington and John McMillan as they would be demitting office on 31 January 2021 after serving two terms with WCS. It was also the last meeting for Jen Johnston as she had resigned effective from 1 January 2021 to take up the role of Communications and Public Affairs Manager at Colleges Scotland. On behalf of the Board and the Committees each had served, Dr Hatton indicated that there would be a separate opportunity later in 2021 to formally pay tribute to Andrew, John and Jen.
- As the last meeting of 2020, the Chair wished all members a joyful festive break.

BM691 DATE OF NEXT MEETING

Monday 1 February 2021 at 4.00 p.m.

Board of Management: Actions from the Minutes

Date of meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
5 October 2020	BM657	Summary report on the 1:1 Board Member / Chair discussions would be compiled for Board members on any follow-up actions to be taken forward.	W Hatton	Ongoing	
	BM658	The Nominations Committee meeting of 23 June 2020 considered risk in relation to the activities within its remit and agreed to raise its suggestion of the inclusion of some strategic governance risks. To help refine this further for the Risk Register, the Chair would work with the Committee Chairs and provide further detail to Mr Alexander.	W Hatton	Ongoing	
23 March 2020	BM610	The presentation and discussion scheduled with two inspectors from Education Scotland on their College Progress Visit Report - postponed until a later date.	S Gordon	Will rearrange with Janet and John.	tbc
	BM616	Business Transformation Plan - Board to be kept informed of progress in discussions with SFC.	L Connolly	Ongoing	Ongoing Board updates via the CE Report
	BM619	KPIs - some analysis work to be undertaken to review overall performance prior to the coronavirus pandemic so that new base and pro-rata performance indicators would be available.	S Graham		tbc

3 Feb 2020	BM600	Greenock Campus - continue to report progress to Board meetings.	L Connolly	Ongoing	Ongoing Board updates via the CE Report
7 Oct 2019	BM565 (i) 544	Brexit – small group to be established to consider what kind of College there should be in the future and align this with the potential impact of Brexit.	?	Board to return to this matter once more information is available	Future meeting - tbc
	BM570 (v) 515.1	Chair's Report - Review of Committee Structure – Board supported the proposals emerging. Further consideration to be given to how to achieve them.	Chair / L Connolly		February 2021 Board meeting

TITLE: STUDENTS' ASSOCIATION REPORT

Action: The Board is invited to consider and note the report from the Students' Association on recent activities.

Lead: Vanessa Thompson, President, Students Association

Status: Open



The Student Association Board February 2021

The Students' Association {SA would like to wish everyone at West College Scotland a happy new year and wish them the best for the year ahead. We also wish to thank the staff for all of their support and assistance during this difficult time. We would also like to extend our gratitude to the students for their understanding and continued hard work despite the restrictions in place for many.

In December 2020, we ran our first live Christmas movie quiz, using zoom and kahoot to run it through our SA Facebook page. After having a trial run in the afternoon, the evening quiz was a great success and everyone involved had a great time. Paul, Vanessa and Stefana were all live on the stream and kept it interactive by responding to the comments section and just general chat which was great for student engagement. We are looking into making this a regular feature and building bigger and better student engagement going forward.

LGBT remains a big focus for the student association and has been driven by Stefana. This will involve promoting equality and diversity within the college and making our students feel supported, valued and engaged in LGBT values. We also plan to set up a facebook group to facilitate this for the students and run a quiz towards the end of the month. We are sure with the support of everyone at West College Scotland that it will be a major success.

Our President Vanessa has been working with NUS to ensure the best support for our students on the financial crisis. Meetings have been taking place on a weekly basis with NUS and student associations from colleges and universities from all over Scotland. This has been progressing well and recently a letter was written to the First Minister of Scotland to request further support for our students.

Think Positive continues to be a priority for the student association. The campaign is a mental health agreement with the college to offer much needed support to students. Key information and guidance will be offered to help and support students especially around stress and anxiety. This has been promoted online using our social media platforms and has been supported superbly by Kirsty McEwan who is the Health and Wellbeing officer for West College Scotland.

The SA continues to work in partnership with the college in order to support students through the ongoing COVID-19 pandemic. Over the past few weeks, the country has been placed in lockdown once again which has made it extremely difficult for everyone connected with the college. The SA will continue to update students on any changes to current regulations and will offer support and guidance to anyone who requires it. We are available for all students through email, phone and social media platforms and continue to provide any support and guidance that is required.

Many thanks and we hope for better times ahead for us all.

Student Association.

Board of Management

01.02.21

Paper 7

TITLE: CHIEF EXECUTIVE'S REPORT

Action: The Principal has provided a report on a range of matters. This report is mainly for discussion and noting.

Lead Liz Connolly, Principal and Chief Executive

Status Open (with the exception of Item 3)

1 Covid-19

- 1.1 As members will be aware, on the 4th January the First Minister announced that for all of January there would be a lockdown across mainland Scotland that was similar to that in place from March of 2020. At this stage the College was planning to reopen on the 6th January under the Tier restrictions that had been in place during December.
- 1.2 Following Executive Team discussions it was decided that there would be no on campus delivery of face to face learning and teaching during January and that this would be reviewed in light of further decisions made by the Scottish Government. This decision was immediately communicated to staff and students.
- 1.3 Following the First Ministers announcement on 19th January that the lockdown would be in place until at least the middle of February, the College decided that we would continue with no on campus face to face learning and teaching until the middle of February. This will be reviewed again on the 2nd February in line with the Scottish Governments review of lockdown restrictions.
- 1.4 Prior to Christmas at the Direction of the VP Educational Leadership the curriculum Heads had been RAG rating their courses to determine where there might be challenges in deliver and student achievement given the restrictions that were in place at that time. Given the more restricted environment in which we are now delivering the sector Heads are reviewing this working on the assumption that there will be no face to face learning and teaching throughout February. Curriculum Teams are considering the implications of this for students and for planning later in this year and into next academic session.
- 1.5 Consideration of the impacts and the need for a system wide solution are also being carried out at a sector level.

2 College Mobilisation Group and Executive Covid 19 Group

- 2.1 The College mobilisation group and the Executive Covid 19 group both continue to meet on a weekly basis to consider any emerging issues and new guidance in what continues to be a very fluid situation. The Executive Group is the decision making forum to progress any recommendations that come from the Mobilisation Group.

3 Business Transformation Plan

- 3.1



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■ [Redacted]

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[Redacted]

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■ [Redacted]

4 Young Persons Guarantee and Transitional Training Fund

4.1 On 17th December the College received notification of additional funding to deliver the Young Persons Guarantee and the Transitional Training Fund. The

Young Persons Guarantee is targeted at 16-24 year olds, and the Transition Training Fund at individuals aged 25+ who are unemployed or at risk of redundancy or their job is under threat as a result of Covid 19.

- 4.2 The additional funding of £1,108,040 in total is in the form of credits and includes student support funding.
- 4.3 The Educational Leadership Group and the curriculum Heads are currently determining how best to utilise this funding to deliver the greatest impact.

5 Student Mental Health and Wellbeing

- 5.1 On 6th November the Scottish Government announced additional funding of £1.32million for the College and University sectors to support student Mental Health, Wellbeing and Welfare.
- 5.2 On 18th December the College was notified that it would receive an additional £47,000 from this funding.
- 5.3 The SFC have stressed that there is maximum flexibility with this funding and that it is to be used where it will have the greatest impact for students. The College is considering investing this resource in additional human resource.

6 National Bargaining

- 6.1 As previously reported, negotiations with EIS for lecturers salaries the period 1st September 2020 – 31st August 2021 have been concluded with a consolidated award of 2.0% being agreed.
- 6.2 Negotiations continue with Support unions and a further National Joint Negotiating Committee (NJNC) meeting was held on Wednesday 2nd December. A revised pay offer was made along with a request that the offer be taken to members for consideration. Any further update will be provided at the Board meeting.

TITLE: Chair's Report

Action: The Board is invited to consider and approve the proposals.

Lead: Dr Waiyin Hatton, Chair of Board of Management

Status: Open

I trust you have all had a good festive break albeit in a modified and, in some cases, 'creative' way.

A formal welcome to our three new Board members – Graeme Bold, Gordon Hunt and Grant Llyall, who bring their respective breadth and depth of expertise and experience in adding value to the Board.

My focus since the last Board meeting in December 2020 has been on progressing the *Board Effectiveness – Realignment of Committee Structure*, with formal proposals to the Board under ***Paper 8.1 Re-alignment of Board Committees***. A sincere thank you to all who have commented and offered advice and suggestions in formulating the proposals.

The retirement of John McMillan at the end of January 2021 requires a replacement Senior Independent Board Member, Chair for the Audit Committee and Board representative on the WCS Foundation. Recommendations of the Nominations Committee are proposed under ***Paper 8.2 Appointment to Senior Independent Board Member, Chair for the Audit Committee and Board representative on the WCS Foundation***.

The Board is required to conduct an internal self-assessment of Board Effectiveness and to update the 2019 Board of Management Development Plan. Proposals to progress these two actions are described under ***Paper 8.3 Board Effectiveness Review***.

I attended the Colleges Scotland Chairs Group meeting on 25 January 2021. This focused on receiving updates on the Scottish Funding Council Review and meetings Colleges Scotland attended with Ministers on the budget for the sector. A meeting of Colleges Scotland Board will be held on Thursday 27 January 2021.

***Dr Waiyin Hatton
Chair of Board of Management
25 January 2021***

Introduction

1. The 2019-20 Annual Report from the Audit Committee (December 2020 Board meeting) highlights the following from the Board Effectiveness Review and which need to be addressed:

1.1 The number of Board Committees does present a challenge in relation to the demands on both Board member and staff time. This must be balanced with the significant contribution the Committees make to the effective working of the Board.

1.2 Standing Orders - consideration should be given to increasing quorum for board and committee meetings to 50%.

2.3 Board agendas and papers:

- a. keep under review the balance of agenda items, the volume of papers and what business could be effectively delegated to Committees, without over burdening the Committees
- b. on the agenda clearly mark each item as for decision / discussion / information; when developing the risk appetite statement consideration should be given to how often strategic risks are reviewed, currently these risks reviewed at each Committee and Board meeting.

2.4 Key Performance Indicators –the Board are aware of the need for a single set of integrated KPIs which ensure that all areas of strategic importance to the College are being effectively monitored.

Current position

Since taking up my Chair role in early March 2020, I have had the opportunity to observe the operation of the Board and Committees; taken a sense-check from my one-to-one meetings with Board members and the Principal; and outcomes from the recent recruitment of Board members. I have shared my observations, rationale for and outcomes sought from the re-alignment with Board members and the Executive Team in the paper '*West College Board Effectiveness, Re-alignment of Board Committees*' December 2020, seeking their comments in finalising proposals for re-alignment of current committees.

The observations and rational highlighted the need to both realign and recast the current committee structure, membership and focus. The outcomes sought in the realignment of the committee structure are:

1. A streamlined committee structure which gives balanced focus between the teaching and learning core purpose of WCS, and the corporate business – i.e. realignment of Learning, Teaching and Quality Committee; Assets and Infrastructure Committee; Finance and General Purposes Committee; Human Resources and Corporate Development Committee;
2. Board and Committee remits are focused at the strategic, performance monitoring and governance level;
3. Balanced number of non-executive members across committees, as appropriate;
4. Reduction in potential vulnerability of small number of members for each committee;
5. Removal of potential conflict in interest in deploying members of the Audit Committee on other committees;
6. Maximisation of Board members' expertise and experience;
7. Capacity building within the Board - opportunity for Board members to have more in-depth understanding and knowledge on a wider range of issues;
8. More effective use of Board members' time in construction of Board and Committee agenda, differentiating items for decision, discussion or information;
9. Clarity on the term/duration of committee membership;
10. More efficient use of staff time.

The paper was generally welcomed by Board members who have responded. I have also had one-to-one discussions with the Chairs of each current committees. My appreciation to them all for providing candid feedback and constructive suggestions to enhance the way forward. The paper was also welcomed by the Executive Team.

The WCS committee structure was benchmarked against that of other colleges in Scotland, with the number of committees ranging from 5 (3 colleges) to 8 (1 college), and which all included Audit, Nominations and Remunerations committees. WCS has 7 committees.

Proposal

The proposals are framed to achieve the outcomes sought above; and have taken account of Board member comments, discussions with current Chairs of committees and Executive Team comments.

A. Proposed committee structure:

1. Learning, Teaching and Quality Committee - the Board should be driven by the core-business of learning, teaching and quality. The revised draft Remit of the Committee is attached in Appendix 1. In essence, the Committee will:
 - Expand its remit to include all aspects of learning, teaching and training, including those outwith Scottish Funding Council funded programmes and external contracts;
 - Focus on setting strategy and direction;

- Provide assurance on progress against strategic objectives and Regional Outcome Agreement;
 - Include the Teaching Staff Board member and a Student Board member to ensure key stakeholder input.
2. Corporate Development Committee – this new Committee is established to consolidate the current Assets and Infrastructure Committee; Finance and General Purposes Committee; and HR and Corporate Development Committee. The draft Remit of the new Committee is attached in Appendix 2. In essence, the new Committee will:
 - Include corporate aspects which are enablers of learning/teaching/training;
 - Focus on setting strategy and direction;
 - Provide assurance on progress against strategic objectives and Regional Outcome Agreement;
 - Include the Non-Teaching Staff Board member and a student Board member to ensure key stakeholder input.
 3. Audit Committee will continue with its current remit; and will have an increased membership from two to three non-executive Board members.
 4. Nominations Committee will continue with its current remit; and will include a minimum of one non-executive Board member, in addition to the current membership of the Chair of the Board, Vice-chair, Chairs of Committees, one Staff Board member and the Student President Board member.
 5. Remuneration Committee will continue with its current remit; and will include a minimum of one non-executive Board member, in addition to the current membership of the Chair of the Board, Vice-chair and Chairs of Committees.
 6. Regularity of meetings will be consistent across Audit; Corporate Development; and Learning, Teaching and Quality committees, with a minimum of 4 meetings each year and synchronised with Board meetings.
 7. Chair and Vice-chair will be appointed for all committees.
 8. Membership of committees:

Committees	Non-exec (Min) & Principal where applicable	Staff	Student	Co-opted (Current no.)	Quorum Board members
Audit	3	n/a	n/a	1	2
Corporate Development	5 (inc the Principal)	1 Non-teaching	1	1	4

Learning, Teaching and Quality	5 (inc the Principal)	1 Teaching	1	2	4
Nominations	Chair & Vice-chair of Board; Chairs of AC, CDC, LTQ and Rem Co; a minimum of 1 Non-exec	1	1	n/a	5
Remuneration	Chair & Vice-chair of Board; Chairs of AC, CDC, LTQ and Noms; a minimum of 1 Non-exec	n/a	n/a	n/a	3

B. Quorum

In line with 1.1.2 above, the quorum will be no less than 50% of Board members on the Committees, with the majority being non-executive Members of the Board of Management where applicable.

C. Maximising Board member expertise and capacity building

Term of committee membership will be between 3 to a maximum of 5 years, providing systematic opportunities for committee members to serve on another committee.

Members of the Audit, Corporate Development, and Learning, Teaching and Quality committees can request to attend other Committees' meetings as observers, providing opportunities to gain more understanding of the respective committees' issues.

D. More effective use of Board member and staff time – Board and Committees

The format and content of agenda papers will be changed as follows:

- Have strategic and outcomes focus;
- Provide assurance on strategic alignment and corporate governance on a regular basis – using integrated performance reporting; giving priority attention to agreed 'big ticket' areas; exception reporting with remedial actions;
- Operational matters are not normally reported to or considered by the Board and/or Committees. There may be exceptions when the Board and/or

Committees needs to be alerted on significant matters related to governance and/or need to seek advice on the way forward.

- Have sections marked ***For Decision/Approval*** and ***For Discussion*** – these will be stand-alone items, i.e. not subsumed in other items, Committee Minutes or reports;
- Have a supplementary section ***For Information*** where items are for noting only – this is intended to ensure Board members can continue to be well-informed, whilst not having to read volumes of papers which are not essential to decisions/discussions in the main agenda;
- Papers will be concise and precise.

E. Transition to new arrangements

Appreciating the workload of and time pressures on both the staff and Board members, it is proposed to implement the new arrangements expeditiously, with 'new' Committees in place for the March 2021 Board meeting. Following Board approval to the proposals above:

- The Chair of the Board will convene a meeting in early February 2021 with the Chairs of current Asset and Infrastructure Committee; Finance and General Purposes Committee; Human Resources and Corporate Development Committee; and Learning, Teaching and Quality Committee to identify key issues which need to be transferred to the new structure;
- The Chair of the Board will populate membership of Audit Committee; Corporate Development Committee; and Learning, Teaching and Quality Committee, including the Chair and Vice-chair roles;
- The 'new' Learning, Teaching and Quality Committee and Corporate Development Committee will consider the priority areas for assurance reporting on a regular basis;
- The Board Secretary will implement the revised committee meeting schedules – please see the illustrative schedule in Paper 13 of the Board agenda.

Recommendation

The Board is asked to consider and approve the proposals, including the draft remits of the Learning, Teaching and Quality Committee (Appendix 1) and Corporate Development Committee Appendix (2)

Dr Waiyin Hatton
Chair of Board of Management
25 January 2021

West College Scotland

Board of Management

Learning, Teaching and Quality Committee

Statement of Purpose

The Board provides the principal governance mechanism through which activities are managed in accordance with legislation and regulations, as well as ensuring that systems are in place to provide efficiency, effectiveness and economy. However, the Board has delegated some of its responsibilities to certain committees.

The main purpose of the Learning, Teaching and Quality Committee will be to:

- have strategic oversight of all learning, teaching, training and skills development within the College, ensuring the highest quality of student experience and the development of a sustainable and innovative curriculum to meet the current and future skills needs of students, employers and the Region.
- advise on the strategic direction for the allocation and development of College resources to best meet the needs of learning, teaching and students.
- ensure the College meets the Scottish Government and Scottish Funding Council requirements relating to Learning, Teaching and Quality in the Regional Outcome Agreement and monitor associated targets and performance indicators.
- advise on the strategic implementation, review and development of required strategies and policies that reflect best practice and improve the student experience

1. Remit

- a)** To consider and advise the Board on strategic matters relating to the student experience, including:
 - Fair access and transitions for all
 - Student participation and engagement, including reporting on Student Association activities
 - Safeguarding and student wellbeing
 - Guidance and support for the diversity of student groups
 - Access to resources to support learning, including IT and Estates.

- b)** To consider and advise the Board on strategic matters relating to the curriculum, including:
 - the planning, development and delivery of the College curriculum, alternative income and commercial provision to meet student, employer and Regional needs.
 - Student enrolments and changes in curriculum delivery impacting on the utilisation of resources, including staffing, IT and estates.
 - Initiatives, innovation and partnerships to support the delivery of the College curriculum and commercial portfolio.

- c)** To consider and advise the Board on strategic matters relating to teaching and learning including:
- the delivery and development of skills to meet student, employer and Regional current and future needs.
 - Innovations and the enhancement of the Learning and Teaching delivery and associated development of staff.
 - the use of digital technology and resources to enable and enhance learning.
- d)** To consider and advise the Board on strategic matters relating to quality and performance including;
- College quality assurance, improvement and enhancement strategies.
 - Trends and achievement of Quality performance indicators (PIs), including student retention, attainment, progression and satisfaction.
 - the development of the College's Annual Evaluative Report and Enhancement Plan for Education Scotland and the Scottish Funding Council
 - Performance in External Body quality reviews and reports
- e)** To consider and advise the Board on the current and future external factors and initiatives which may strategically impact upon the College curriculum, partnerships, income generation and Committee remit.
- f)** To monitor and advise the Board on the progress in delivering the curriculum and the student experience elements and targets in the West Region Outcome Agreement.
- g)** To monitor and advise the Board on the progress in delivering the College's Digital Strategy
- h)** To receive reports from College Committees and work groups related to the Committee remit.
- i)** To monitor expenditure of the annual budget of the Students' Association, based on reports received from the Student President, and to confirm to the Board that these are in line with the plans of the Students' Association.
- j)** To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.

West College Scotland

Board of Management

Corporate Development Committee

Statement of Purpose

The Board of Management provides the principal governance mechanism through which activities are managed in accordance with legislation and regulations, as well as ensuring that systems are in place to provide efficiency, effectiveness and economy. However, the Board has delegated some of its responsibilities to certain committees.

The main purpose of the Corporate Development Committee will be to:

- have strategic oversight of finance, procurement, human resources and organisational development, communications, marketing and matters of a general nature that do not fall to other standing Committees, ensuring solvency, sustainability, efficiency and innovation;
- advise on the strategic implementation, review and development of required strategies and policies that reflect best practice and improve organisational performance, ensuring appropriate and effective controls and processes are in place; and
- ensure the College manages all assets and resources in accordance with Scottish Government and Scottish Funding Council requirements.

1. Remit

1. To have strategic oversight of the overall management of the College's resources – finance, people, procurement, information technology and property.
2. To consider and advise the Board of Management on the development and implementation of College policy and strategy, including but not limited to the following areas:
 - Communication and Marketing
 - People
 - Health and Safety
 - Estate
 - Carbon management and sustainability
 - Information Technology
 - Finance
 - Procurement

Ensuring progress is monitored in delivering strategic outcomes in these areas.

Finance

3. To consider and advise the Board of Management on key strategic financial and management matters including:
 - solvency of the College
 - cashflow
 - effectiveness and appropriateness of the utilisation of College resources

- financial strategy, budgeting, financial monitoring and forecasts
 - banking arrangements and approval of bank signatories
 - investments and borrowing
 - taxation
 - pension arrangements
 - approval of contracts between the values of £250,000 and £500,000
 - overall effectiveness and appropriateness of the utilisation of College resources
4. To consider and recommend the College's annual financial statements and associated reports for approval to the Board of Management at a joint meeting with the Audit Committee.
 5. To ensure adherence to statutory requirements related to the College's financial affairs and compliance with the Financial Memorandum, Scottish Public Finance Manual (SPFM) and related guidance (including Accounting Policies in the Financial Statements) and to provide the Board of management with assurance on these matters.
 6. To review College Financial Regulations on an annual basis, or more frequently if required and recommend these to the Board of Management for approval.

Human Resources and Organisational Development

7. To have strategic responsibility for oversight of and compliance with employment, health and safety, data protection and freedom of information legislation, advising the Board of Management on the operation and implementation of effective and efficient policies and systems in the following areas, advising the Board of Management on these areas as required:
 - equality, diversity and inclusion
 - learning and development
 - employee relations
 - health, safety and wellbeing
 - workforce planning
 - payroll
 - voluntary severance schemes
 - freedom of information and data protection

Assets and Infrastructure

8. To consider and advise the Board of Management on key strategic infrastructure matters including:
 - monitoring and review of the overall management and development of College property and information technology, ensuring that a comprehensive register of land, buildings and infrastructure assets is maintained and assurance is given to the Board of Management that the correct procedures are followed in respect of Exchequer funded assets.
 - maintenance of estate and information technology in an efficient and effective manner, in accordance with a planned maintenance programme which is consistent with approved strategy and associated financial projections.
 - the implementation and development of carbon management and sustainability plans to address Scottish Government climate change requirements and ensure awareness of local, national, and global environmental matters.
 - consideration and approval of information technology initiatives and innovations as required and the promotion of the effective and efficient use of IT services and assets.

Marketing and Communications

9. To consider and advise the Board of Management on key strategic matters relating to marketing and communications including:
 - the implementation, development and review of marketing and communication strategies
 - policies which enable the College to build its reputation.
10. To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.
11. Any other matters as required by the Board of Management.
12. The Committee can request representatives of other organisations to attend meetings if/as required.

**West College Scotland Board
Appointment to Senior Independent Board Member, Chair for the Audit
Committee and Board representative on the WCS Foundation**

Introduction

The retirement of John McMillan at the end of January 2021 requires a replacement the Senior Independent Board Member, Chair for the Audit Committee and Board representative on the WCS Foundation roles.

Current position

In the absence of a pre-scheduled meeting before the Board on 1 February 2021, the Nominations Committee was agreeable to receiving nominations from the Chair of the Board and to provide their response by email. The Committee unanimously supported the nominations. The decision of the Committee will be homologated at their next scheduled meeting.

Proposal

It is proposed that the following Board members are appointed to the roles below:

Senior Independent Board Member – Linda Johnston
Chair for the Audit Committee – Graeme Bold
Board representative on the WCS Foundation – John Leburn

All nominees have confirmed their willingness to serve in the respective capacities.

Recommendation

The Board is asked to consider and endorse the nominations.

*Dr Waiyin Hatton
Chair of Nominations Committee
25 January 2021*

**West College Scotland
Board Effectiveness Review**

Introduction

The Board is required to conduct an annual Internal Effectiveness Review as well as update its Development Action Plan.

Proposal

It is proposed to:

1. Conduct a survey similar to the one in 2018 and 2019, updated for use in 2021. An analysis of the replies will be presented to the Board at its meeting in June 2021.
2. The results from the survey, together with the outputs from the Chair and Board members 1:1 discussions in 2020, will be used to inform the 2021 Board of Management Development Action Plan.
3. A separate session for the Board will be held to discuss the formulation of the 2021 Board of Management Development Action Plan.

Recommendation

The Board is asked to consider and approve the proposals above.

***Dr Waiyin Hatton
Chair of Board of Management
25 January 2021***

TITLE: Interim Regional Outcome Agreement 2020-21 and Self Evaluation 2019-20

Background: On 1 December 2020, the Scottish Funding Council published guidance for an Interim Regional Outcome Agreement for 2020-21 and a 2019-20 Self Evaluation Report.

As reported at the Board in December, the 2020-21 Regional Outcome Agreements submitted last April, were not published due to COVID. The new guidance published set out a new framework for the Interim 2020-21 and Self Evaluation documents, with a submission date of the end of January. Our Regional Outcome Agreement Manager confirmed that due to the timing of this Board meeting, we can submit both the Self Evaluation Report and Interim Outcome Agreement after the Board meeting.

The Self Evaluation Report is required to briefly report of the progress of the 2019-20 ROA and the impact of COVID-19 on delivery and targets.

The Interim Regional Outcome Agreement is required as an ongoing commitment/statement of intent to deliver on key sector priorities. This is to ensure an interim agreement is in place between SFC and each university, college or college region which captures, at a high level, contributions, impact and outcomes, and provides assurance on use of allocated funding in AY 2020-21. Reporting in the Interim ROA is required for:

- Fair access and transitions.
- Quality learning and teaching.
- Learning with impact – students are equipped and ready to take up appropriate employment in the future.
- Student participation and engagement in their educational experience.
- Equalities and inclusion.
- Innovation.
- Meeting future skills needs, including upskilling and reskilling.
- Responding to the climate emergency.

Action: The Board is asked to consider and approve the 2019-20 Self Evaluation Report and Interim Regional Outcome Agreement 2020-21.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

Interim Regional Outcome Agreement 2020-21

1. Introduction

West College Scotland has a new Corporate Strategy for 2019-2025 with four main priorities:

- **Personalisation**
- **Collaboration**
- **Agile and Adaptive**
- **Digital**

In responding to the COVID pandemic, the College has rapidly progressed all of our Corporate Strategy priorities, proving to be exceptionally agile and adapting quickly, collaborating with others, developing our digital capacity and approaches and providing a more tailored and personal learning experience for our students.

As stated in the initial 2020-21 Regional Outcome Agreement, our role is to ensure students leave West College Scotland equipped with the skills and knowledge to compete in the jobs market; to make a full contribution to the wellbeing of their families, their communities and the economic growth of the country. As well as scope, we also have scale. As one of Scotland's largest regional colleges, with over 20,000 students, around 1,200 staff and a turnover of £71.9 million, ours is a huge organisation and a major employer, uniquely placed to help shape the West Region's educational landscape and contribute to its social and economic development.

COVID has made our role even more critical in ensuring that we provide relevant learning opportunities for our students to gain appropriate skills and that we contribute to economic recovery post-COVID in our region and beyond.

We are fully committed to proactively delivering the key Sector priorities and outcomes for students - ensuring fair access, particularly for our most disadvantaged students, enabling student success and progression through high quality learning, teaching and support. As a College we are committed to our role regionally and nationally in contributing to economic recovery and social renewal and being both a responsive and collaborative institution. We believe that our work through 2020-21 demonstrates this commitment and capability. Our progress and successes this year show our College's capacity to adapt and respond, with our students at the centre.

2. Outcomes for students

2.1 Fair access and transitions.

West College Scotland is committed to ensuring that we provide the highest quality of learning opportunities for students from all backgrounds and support them all to flourish, achieve and progress to further study or employment. The College has continued to work towards the recommendations within the Blueprint for Fairness Report, particularly in supporting students and young people from deprived areas and those with a Care Experienced background.

Deprivation

The West Region has some of the most deprived areas in Scotland and as a College we have always recognised and worked to address the many challenges our students face in achieving full success. We have continually adapted learning to better meet their needs and provide appropriate support, particularly in relation to resilience, mental health and wellbeing. During 2020-21 this focus has been even more critical and we have responded by supporting those in digital poverty to provide vital access to digital equipment to enable learning and have provided enhanced student support, particularly for health and wellbeing.

The College Community Outreach programme for 2020-21 has had a mixture of online classes and classes delivered on our campus locations due to venues not being open in the local community, including the Colleges Ferguslie Learning Centre which serves one of the most deprived areas in Scotland.

Despite challenges relating to IT and connectivity, varying degrees of IT skills and lack of confidence for some staff and students for the new ways of learning online, 24 community classes, approximately 25% of the planned programme, have taken place since August 2020. Classes have been in construction, humanities, computing and IT, care, mental health, essential skills, business, textile technology, horticulture and childhood practice. A similar number of classes are planned to be delivered before June 2021. If these can all go ahead, that will represent approximately 50% of the usual programme delivery. Delivery has been reduced due to lack of venues, lack of confidence using IT and some learners not wanting to learn online and choosing to wait until face to face teaching returns.

The College Community Outreach programme serves three of the most deprived areas in Scotland and as such there have been many barriers to learning including lack of IT devices, lack of connectivity, ill health and a large proportion of the population unwell due to COVID-19 or self-isolating as a result. This is in addition to the normal barriers faced by many students who access this programme, including caring responsibilities, addictions, mental health issues and poverty.

Retention on Community programmes has this session been variable due to the individual circumstances of the student. The mental health of some students has deteriorated significantly throughout this pandemic. Students would normally be able to interact more socially but due to the restrictions we are operating under and with online learning this hasn't happened to the same extent and the lack of social interaction and peer support has impacted on engagement. Where there has been engagement however, many students have achieved their qualifications. Their IT skills have improved and the College Wellbeing Team have supported many students to grow in confidence and move forward. They have not only made a difference for themselves but have also helped others in the community. [Horticulture Dec 2020.pdf](#)

The College has also been successful in securing £60k in a Tackling Child Poverty bid for a 'Learning beyond Lockdown' project, in partnership with West Dunbartonshire and Inverclyde Council, to help young parents in poverty have a sustainable route to positive destinations and a route out of poverty. The project will support young parents in further education, acknowledging the particular support they need and enabling them to build a future for themselves and their families.

Care Experienced, Carers and Estranged Students

Each Care Experienced, Estranged, Young Adult Carer and any unpaid Carer student has a named person who welcomes the student to the College, supports with paperwork and funding applications, establishes adjustments that may be necessary and ensures these are communicated sensitively to their lecturers. The Named Person carries out a wellbeing check with the student at

12-week intervals (sooner if there is a concern around wellbeing or if the students are seeking support e.g., time extensions for assessment, flexibly study, etc). The Named Person also works closely with local authorities and external services for carers.

The College has a Student Wellbeing Officer and team of Counsellors who support many of our Care Experienced, Estranged and Young Adult Carers and are continuously enhancing their service to encourage other Care Experienced and Young Adult Carers to make use of the service in flexible ways. The College Students' Association also has a Young Adult Carers and Unpaid Carers Officer to support and offer respite opportunities.

The West College Scotland Student Experience team are currently working across our special interest student groups to reflect on our Corporate Parenting Plan and redefining the aims. The research will include access, support, advice, progression opportunities, aspirations and transitions.

During this session, the College is working towards achieving the Carers Trust Going Further Student Carers Recognition Award and Driving Change Project in FE:

- identify, support and report on student carers, and recognise good practice
- improve the support that young adult carers receive in further education
- receive tailored one-to-one support to review their provision for young adult carers
- Implement actions that will enable our young adult carers to achieve better

Working with The Carers Trust and Driving change in FE project, we aim to improve access to College courses for Carers, ensure wellbeing and support services are accessible as and when needed, improve retention and attainment, enhance understanding of being a Carer and make positive adjustments to practice that benefit carers, establish a support network within the College and in partnership with local services for carers and celebrate success.

We have seen a significant increase in students declaring that they are a vulnerable group student with a 38% increase in students this year alone. This puts considerable pressure on our Student Services team in providing the continued support as set out by national agenda programmes.

Digital Access

The Scottish Funding Council announced, in August 2020, additional capital funding for colleges and universities in 2020-21 to support digital provision for learners. Colleges and universities received £4.7 million of this package of investment to distribute in the form of ICT equipment for students to access remote learning. West College Scotland was allocated £220,506 and in addition was able to utilise student support funds to purchase 2,600 Chromebooks for those students most in need. Purchasing these digital devices has:

- enabled students to access and engage with new blended models of learning and assessment.
- supported, and provided access and structure to students' off campus learning with online classes being part of the students' normal timetable, replicating standard classroom attendance.
- enabled student access to recorded class sessions for those who cannot attend or to replay later to reinforce learning.

- provided flexibility for students to suit their personal circumstances in a more inclusive way. Using Chromebooks from home has provided clear structure, including addressing deadlines, opportunities for support, catch up and tutorials to support individual learning.
- supported those practical classes still required to be on campus i.e. students able to watch demonstrations prior to coming into College for practical work.
- Provided functionality which supports the student learning experience, including Office 365 and Microsoft Teams, OneNote and PowerPoint together, with the ability to download the required subject Apps from the App Store and work in tandem with the College Student Portal 'MyDay'.

Indicative feedback from our Portfolio Reviews, Curriculum Planning Reviews and our Student Survey indicate an increase in students online class attendance compared to normal classes and positive feedback on the learning taking place.

Through the work of our WCS Digital Strategy Group, we identified that equipping students with a device wasn't our only priority. We were acutely aware of the need for a support service to aid students in their digital engagement. We created a bespoke Student TechTeam Helpdesk with both an on campus presence and remote access support service. This service, run by our own HN Computing students as paid work placements, has enabled the successful distribution of the devices and the wrap around support services needed for student engagement.

In addition to this, basic training and support was identified and created for operating and navigating through the new digital platform in use - Microsoft Teams. A series of CPD sessions were made available for students, parents and guardians to enable them to engage as smoothly as possible with their online classes and tutorials. These were widely offered across our social media platforms and Student Intranet.

As an extension to further support digital skills, we launched the Jisc Digital Capability Tool with our students. This means of digital self-assessment has enabled our students to benchmark where their strengths and areas for development lie. This programme has in-built signposting to free digital upskilling packages to encourage independent learning and skills development.

A second tranche of funding opportunities became available to further support the digital poverty agenda. The Connecting Scotland Funds enabled us to apply for more digital devices including Chromebooks and MiFis. Our bid was successful for our Paisley, Ferguslie and Greenock campuses. With identified Digital Champions to take this forward and the investment will support those identified families with children, care leavers and our vulnerable students.

Finally, we have been approved by the Savoy Trust Hospitality Charity to apply for a grant fund to support Conference digital camera kits for our Training and Production Kitchens. This will enable streaming and recording of practical demonstrations for students to view online and will significantly widen the opportunities for student engagement in this very practical subject area.

Health and Wellbeing

The College has Health and Wellbeing Strategies for both Employees and Students the same themes under 'PROSPER' – Promote, Respond, Observe, Support, Practice, Educate and Review.

[Staff Health and Wellbeing Strategy](#)

Student link: <https://www.westcollegescotland.ac.uk/media/213570/student-health-wellbeing-strategy.pdf>

The College won the 'Health Promoting College' award in the CDN Awards 2020, recognising our work in supporting Health and Wellbeing for both students and staff, particularly during the pandemic. Our Strategies and our connected Healthy Working Lives approach enabled us to respond well to the challenges faced through the COVID-19 pandemic and to proactively support staff and students.

The PROSPER framework is at the core of everything that we do as a College and we are confident that we have a sustainable and strategic approach which recognises different dimensions of health promotion. Our Health & Wellbeing programme throughout this academic year has seen a calendar of valuable support, development and community activity.

In 2019-20, the College had an increase in students declaring a mental health condition. These students were identified prior to COVID and had already placed additional pressures on staff and support services during that session. The College is acutely aware of the impact COVID has, and continues to have, on our student mental health this session. The College has in place a team of Counsellors working across the campuses and welcomed the additional funding of £122k to increase this team and better meet demand, with new members recruited post lockdown and immediately equipped to engage with students remotely. Further funding was announced in December 2020 and the College will use this to provide additional support to students during this very difficult period.

The College has invested in the training of Mental Health First Aiders across our teaching and support teams and this enables staff to better understand the mental health related issues faced by both students and staff and complements our Counsellor team. In addition, in 2019, the College invested in SilverCloud Online cCBT Resource, an online mental health support platform covering support tools dealing with, COVID-19, anxiety, body image and resilience. We have continued to deliver more staff CPD to help with their own mental health and wellbeing and to better support our students.

In 2020-21 the College introduced the C.A.L.M Mindfulness tool, developed by one of our teaching team. This is a tool to help students and staff cope with the demands of online learning/teaching or any anxiety about being within the College environment. A "Mindfulness safety valve" to release pressure in a healthy, controlled manner is achievable using C.A.L.M. The technique can be used at the start, during or at the end of a lesson.

Articulation and Transitions

The College is committed to enabling students to progress their learning and to shortening the student journey by improving articulation.

Our strong partnership working with Glasgow Caledonian University has, this year, has resulted in an increase in the volume of Guaranteed Places on offer and an increase in application rates across our programmes in Business, Tourism, Social Science and Sport. With two new degree routes created, the pathway opportunities for our students into GCU have become wider.

In addition to working on articulation pathways, the College has maintained a very positive relationship with SWAP West, delivering programmes in Social Sciences, Science and Access to Primary Education, enabling mature students from deprived areas to access University. The

College was the first in 2019-20 to deliver the January start Access to Nursing, and whilst challenging, particularly with COVID, the students successfully progressed to University.

The College has continued to support student transitions and progression between institutions and courses and where appropriate, adapted to digital means. Curriculum areas have reported that that online or phone interviewing for 2020 courses has been successful and a process that should be continued post-COVID in many areas.

The Learner Development Sector has supported transitions with all of their students successfully completing and progressing onto other Learner Development courses or gaining places on mainstream courses from 2019-20. There was a significant reduction in successful employment outcomes for these students due to the impact of COVID 19. Currently, the Learner Development Sector has adopted and embraced online learning with vigour and some real successes are being seen for this challenging cohort, resulting in renewed thinking for the curriculum for 2021-22.

School College Partnership

The College is continuing to deliver the School College Partnership courses in 2020-21 following the delivery of an adapted online Preparation for College course during May and June. There have been challenges in the delivery of the school provision due to COVID restrictions and difficulties for schools to support alternative online delivery models.

Recruitment this year has been affected by COVID with a reduction of 21% overall but we have seen an 11% increase in the recruitment of young people to Foundation Apprenticeships. This session withdrawals have doubled from previous years with many related to on-line learning aspect of delivery, poor attendance and parents not wishing to send their child on school transport to College locations. Some units have had to be altered to accommodate remote learning while still allowing pupils to obtain the Group Award.

For 2020-21 we introduced 6 new courses to our School College Programme in key employment areas to improve skills pathways, including Practical Science with Forensics, HNC Business, Foundation Apprenticeships in Accountancy and Digital Manufacturing.

It is anticipated that the new DYW Coordinator roles will play a significant role in supporting those school pupils most at risk of not reaching a sustained positive destination. It is envisaged that these roles will work closely with the DYW Regional Group and be able to introduce more employer offers into the school and the College will aim to work closely with these coordinators once identified or appointed.

Despite attempts by the College to engage with the Regional Improvement Collaboratives (RIC) for our area, there is no link to the RIC and no real involvement in developments from this programme, as yet. School/College Operational meetings (4 per session) have been attended by College representatives, Local Authorities Education representatives, Deputy Head teachers, curriculum leads from schools to plan provision and delivery.

As a regional College we are actively promoting post-school progression opportunities via the School College Programme where pupils get the opportunity during their course to speak with lecturers and other students regarding progression pathways. The West Partnership has a dedicated member of staff, Foundation Apprenticeship School Engagement Coordinator working with all the schools in the West Region partnership promoting FAs. Marketing material and course specifications outline articulation routes. The Student Advisory Service, SDS Careers Advisor and Sector staff also take part in post-school progression giving information and advice.

2.2 Quality learning, teaching and participation.

The College is committed to ensuring the highest quality of learning experience for students and to support them to engage, achieve and progress.

During 2020-21, staff have worked to adapt a classroom-based learning into interactive online learning experiences and provided a blended approach for practical delivery. Social distancing measures have required adaptations to class sizes and to learning activities. By delaying the start for 2020-21 students, staff were able to support many of the deferred 2019-20 students to achieve, prepare online learning and undertake CPD in technical and pedagogical approaches for online learning. The Digital Strategy Group led the CPD programme for staff and this has been supported by strong team approaches, including team teaching and peer mentoring.

Students were prepared for their 2020-21 learning through a specific induction programme, including information on student support services, COVID measures and training in the use of Microsoft Teams. The College adapted processes to minimise campus attendance, including online interviews and by producing the first digital student card, providing the same benefits for students, including use on public transport, and available on their phones.

Student Advisory Services, our libraries and Enabling Services have all adapted their practice to provide online access and continued support to students. Enabling Services have supported an increased number of students in their learning this session. Feedback from students on services and adaptations made by staff has been positive and engagement has been high.

The College works in partnership with the Students' Association to support and develop the student voice across all areas of curriculum and Support Services. During 2020-21 this partnership working has been even more critical and we have worked effectively together to plan and coordinate important messages to students about COVID, learning arrangements and support student wellbeing. The Student President has been a key member of the 'Mobilisation Group' which has weekly meetings to oversee the return to campus and safe operations thereafter.

The College worked with the Student Association to adapt the Student Behaviours Framework in response to COVID and to promote the health and safety measures for students on campus.

Class representatives have been recruited and trained online and despite the challenges of working more remotely, to date there has been an increase in Class Representatives compared to this point last year.

Early retention rates for 2020-21 have improved for both FE and HE full time courses with a higher proportion of students continuing to engage in their courses despite the pandemic. This is a more marked improvement for HE students, although the initial HE enrolment was impacted by HEIs increased places. Whilst student engagement continues to be high, challenges in completing all elements of courses put attainment of full qualifications at risk in many subject areas.

A formal review of the student progress in courses was undertaken after Christmas as the College entered a second period of campus closures. In general, progress in online learning and theoretical subjects to this point is positive and most students are on track to complete as planned. Engagement in these classes has generally been very good, although there will be some challenges for parents during the current period of home-schooling and further individual 'catch up' opportunities may be required later in the session. Good progress has been made in many practical subjects also but there are critical difficulties in covering the range of practical vocational skills in Hairdressing, Beauty and Make Up Artistry due to COVID restrictions.

Courses in Care, Early Years and others requiring a work placement to meet employment requirements are also at risk of not being completed within the session. Other practical classes will require additional time in college to complete, planned for later this session if COVID restrictions allow but this will require extended access to College accommodation and additional staffing delivery costs.

2.3 Learning with impact – students are equipped and ready to take up appropriate employment in the future.

Our major priority is to provide a curriculum which meets employers' needs, supports the economic growth of our region and provides our students with appropriate qualifications and skills to build successful long-term careers.

Through the business transformation plan 'Future Proofing our College,' we aimed to ensure that our curriculum was well aligned to meet regional needs and our courses provided effective and efficient pathways for students. In a response to COVID, we have adjusted our curriculum more rapidly to respond to demand from students and employers and to take advantage of any additional funding opportunities available.

During the initial lockdown period in 2019-20, we scaled up our online learning curriculum and the associated staff team to respond to and support the significantly increased demand, particularly from those working in the Care sector. Our learning materials to support upskilling for those working in Care, with children or to support mental health and wellbeing proved to be very relevant to meet the needs of online learners at that time and through this session.

The College recognised the critical digital skills needed for both learning and future employment and developed a new 'Developing the Confidence to Learn Online' online unit which is now being adapted as a 'Skills Boost Digital' unit to provide important employability skills needed for collaborating, learning and working online.

Our training for employers has been adapted to online and blended provision and we have developed packages of learning to meet key upskilling requirements. Our work with Renfrewshire Council in providing 'Your Employability Skills' provision was recognised in the CDN 2020 Awards by winning the Essential Skills category. This provision is being adapted for the Meta and Employability Skills Boost provision following the announcement of further funding in December 2020.

Normal College processes to review the curriculum have continued throughout 2020-21 in online Portfolio Review and Curriculum Planning meetings. External analysis, labour market information and Regional Skills Assessments are being used to make in-year adjustments to provision and plan the 2021-22 curriculum to best contribute to economic recovery, student and employer needs. The College is committed to ensuring we respond to meet the growing upskilling and re-skilling needs of individuals within our Region. We have accepted the additional SFC allocation of 2,761 credits which was offered at the end of December 2020 in order to deliver 'Skills Boost' provision this academic year for over 25-year-old unemployed, at risk of being unemployed or being made redundant through National Transitional Training Fund and 16–24-year-olds funded through Young Persons Guarantee. The timing of this allocation means that it will be challenging but initial discussions with curriculum staff have identified key areas where appropriate courses can be developed and offered to match the target market.

The College has significantly increased the work experience elements in courses over the last few years and works closely with employers to provide students either with placements or live

project working. In addition, students benefit from simulated work-experience within the College, particularly in Hospitality, Hairdressing and Beauty Therapy. In these areas our training dining rooms and salons have been forced to close due to COVID restrictions and students have not been able to undertake the breadth of work-experience. The College has however, been able to provide enhanced work-experience for Computing students by employing them to run the IT Student Helpdesk and work in the College IT Team. Where possible, live project working and involvement with employers in course delivery has continued. External placements in most areas have been curtailed though and in areas such as Health and Social Care and Childhood Practice students are at risk of not achieving their qualification or being able to practice without undertaking the mandatory placement hours.

For Foundation Apprenticeships, the public health situation and restrictions on certain sectors and workplaces, has necessitated adaptations to work placements. The design of Customised Units will make it easier for Foundation apprentices to complete their qualification, whilst still building the practical knowledge they need for their vocational area. Work placements are no longer on-site and we have developed customised units or virtual placements in Creative and Digital Media and Childcare for up to 40 pupils across all four Local Authorities. For Creative and Digital Foundation Apprenticeships, work placements are delivered on a remote working basis, with an employer partner identifying appropriate project work. For Children and Young People FAs, the college has developed customised units within our nursery setting. Our approach has been amplified by SDS to other training providers as a model of good practice.

Practical on campus classes are restricted in size due to COVID social distancing measures. Students have been learning through blended online theory and small group practical classes. The campus closures early in 2021 mean that practical classes have been postponed and students are being provided with online support and additional learning where appropriate, to keep them motivated and engaged. January start classes in some areas have had to be delayed. Completing the practical classes once the campuses can reopen will require additional time for delivery, including the likelihood of using evenings and holiday periods. Each curriculum area has produced scenario plans aiming to enabling all students to complete courses, with the major priority on ensuring the development of skills for final year students progressing to employment. For those students progressing onto a College course next session, deficits in the development of practical skills may need to be addressed during 2021-22.

2.4 Equalities and inclusion.

The College's statutory Equality Report details our Equality Outcomes from 2017-21. Normal governance procedures for equalities have continued to operate throughout 2020-21 with scheduled Equality, Diversity and Inclusion Committee meetings being held online, including student representation.

The World Health Organisation has reported that the increase in gender-based violence during COVID-19 and therefore the College has increased the visibility of support for gender-based violence survivors and have commissioned Rape Crisis to deliver specialist training for staff. We are also using the White Ribbon campaign to encourage men to stand up against gender-based violence.

The College has continued to support students with disabilities, including remote support for our deaf students. Caption.ed (<https://talk-type.com/captioned/>) has been investigated and supported for implementation in 2020-21. It will provide a means of supporting those with Specific Learning Difficulties, not only BSL and will provide invaluable support for those who struggle with the written word as a form of communication.

3. Outcomes for Economic Recovery and Social Renewal

3.1 Responsive institutions - meeting future skills needs, including upskilling and reskilling.

The College is focused on responding to employer needs and to prioritising the current and future skills requirements of our Region. Senior staff have been participating in Local Authority economic development forums and economic recovery planning. Prior to the College Curriculum Planning and Review process in the autumn, a session was held with Curriculum Heads and SDS to consider priorities for our Region and implications of City Deal. The College is utilising the regularly updated SDS Regional Skills Assessment and Labour market data during this period and is using the information to address curriculum changes and plans. In response to labour information, we have increased our offer of Winter start courses, including new provision in FinTech, Coding and Cyber in response to the fast-moving external market needs. The focus very much on skills development and bite-size learning.

The College continues to engage with local Community Planning partners and regional stakeholders. We are an active and key contributor to economic recovery discussions with West Dunbartonshire Delivery and Improvement Group, Inverclyde Alliance Board, East Renfrewshire Local Employability Group and Renfrewshire Economic Leadership Panel as well as the Glasgow City Deal Skills group; supporting integrated economic recovery planning and ensuring skills alignment with a Covid-19 focus and economic recovery response. From this, a range of interventions and partnerships have been developed, including measures to address digital equity, tackle poverty and respond to the needs of our local and regional economy

In the short term, we have been liaising with over 200 local employer partners, to ensure that our Modern Apprentices, Foundation Apprentices and employed learners continue to have access to support, learning and assessment services. The College has retained work-based learning teams to pre-lockdown levels and continues, where available, to support apprentices and learners who have been furloughed during lockdown.

With on campus provision restricted, our focus on supporting those individuals looking for upskilling and reskilling opportunities has been through our Distance Learning provision which has been well marketed across social media and continues to receive a healthy response. As a College, we have the advantage of a well-established Distance Learning Team who are experienced in supporting learners and ensuring their ongoing participation.

The College involvement in delivering the Tackling Child Poverty 'Learning beyond Lockdown' project will enable young parents (under 25) of school age children, to develop their Essential, Digital and Communication literacy skills. In doing so, the project will equip young parents with skills that enable them to be both parent learners, more impactful students; and better prepared for the modern world of work.

Flexible Workforce Development Fund

Our Flexible Workforce Development Funded (FWDF) provision continues to grow and respond to market and recovery demands particularly in the areas of Business, Management, Leadership, Health and Safety, and Wellbeing. Substantial relationships have been developed with around 90 regional levy employers and we are looking to further expand our upskilling and reskilling delivery with the additional funds received for this group of organisations. Phase 2 of FWDF funding has been introduced to extend to SMEs which makes up the vast majority of both Scotland and the West Region's business base. We are working closely with our local Chambers

of Commerce, the Federation of Small Businesses, SDS and CPP partners to maximise the impact and range of SMEs being supported. Our FWDF upskilling and reskilling training is offered both on a blended and fully online basis however there are challenges with specific training which requires access to specialised workshops and equipment.

3.2 Work-ready

The practical elements of courses have been difficult to deliver during 2020-21 due to the social distancing restrictions, reduced numbers on campuses and recent complete campus closures. However, the College has enhanced work-ready skills in the digital area for all students, focusing not just on the technical skills but the important communication skills within a digital environment.

Undoubtedly, the employment situation for our students leaving courses will be severely impacted by COVID. At this time, staff are working to support students' employability skill development, continue to work closely with employers and adapt provision where required to provide the best opportunities for our students to be prepared to enter employment.

SFC published the College Leaver Destination report for session 2018-19 in November 2020 reporting on student destinations 3-6 months after finishing a course. Individuals who are in work, training or further study are counted as having a positive destination. The confirmed positive destinations for the College's students leaving session 2018-19 was 94%, a small decrease of 1% and just 1% below the Sector average. The employment situation for those who subsequently left in 2019-20 and those completing courses this session is likely to be difficult but the College is focusing strongly on employability skills for our current students and in using our 'Your Essential Skills' portal and guidance time to help students reflect on and recognise the development of their skills for employment gained in College and in managing their studies during the COVID period.

3.3 Innovation

West College Scotland continues to be a leader in the college sector in its approach to knowledge exchange and innovation particularly in its offer to employers and in recognising the need for our staff and students to be resilient and agile in order to support Scotland's economic recovery. The College supports the priorities outlined in ***"Towards a robust, resilient wellbeing economy for Scotland"*** Report of the Advisory Group on Economic Recovery, in particular those responses which focus on: Place, People, Skills, and Industries. In response, the College has successfully co-developed a number of strategically significant multi-agency initiatives between College teams and key stakeholders.

Innovation - Supporting Place and Industry

The College is currently working closely with Renfrewshire Council and other regional stakeholders in supporting the Advancing Manufacturing Innovation District (AMIDS) to be an internationally recognised location for innovation, research and advanced manufacturing. At the heart of AMIDS is the National Manufacturing Institute for Scotland (NMIS) which will support the transformation of Scotland's manufacturing industry in terms of innovation and digital opportunities, creating sustainable, high-value and highly skilled jobs. West College Scotland was successful in being awarded the primary strategic project of the Scottish Funding Council's College Innovation Fund for an initiative entitled 'Imagining the Critical Engineer' with the outcome of this competitive process being officially announced by the Minister for Trade, Investment and Innovation. Our project aims to engage 200 employees across 100 SMEs with

a manufacturing and engineering focus, across the whole of Scotland with hubs in the West, East and North regions. West College Scotland is the strategic lead and we work with our partner colleges, Chambers of Commerce, Skills and Enterprise agencies and technology partners to engage, inspire and amplify the productivity potential of Industry 4.0. Three major 'Hackathon' events are due to be staged across each geographical area, and the events will engage and inspire companies and their employees about the potential of advancing technologies while focusing on the cultural shift, skills and training requirements that will empower transformation. These 'hacks' will support primary research and strategic engagements across the country, enabling us to garner in-depth insight into the skills STEM employers require to capitalise upon developing national assets, such as National for Manufacturing Institute for Scotland (NMIS).

The College continues to deliver Engineer Apprenticeships for the Advanced Forming Research Centre (AFRC) in partnership with the University of Strathclyde. These partnerships provided a platform to submit a successful joint College and Council proposal to the Advancing Manufacturing Challenge Fund for further investment to support SMEs.

These innovative projects, partnerships and activities specifically support the four interdependent priority areas outlined in *Making Scotland's Future: A Recovery Plan for Manufacturing*:

- Collaboration and networks
- Supply chains and competitiveness
- Adaptation and transformation
- Skills and workforce

Innovation – Supporting Skills

Workplaces and employees are at the heart of the innovation process. Harnessing the innovation potential of employees depends on both Fair Work and the employers' ability to be innovative in how the workplace and work practices are designed. In the current economic situation, digital and management skills have become an even greater challenge for many organisations, both large and small, and a lack of skills in these areas plays an important role in the ability of some Scottish businesses to adapt to the new economic circumstances as well as emerging innovations and ways of working.

Given the pandemic, the College strategically enhanced our Care upskilling offer with new and relevant products and supported an additional c1,000 individuals to access fully online Care associated qualifications and skills to meet immediate demand and also support one of West College Scotland's key employment areas to respond to growing and changing needs of the current and emerging workforce.

Furthermore, to ensure businesses have the ability to maximise their potential to sustain and innovate we have created a number of online and blended micro-credential training packages which focus on developing digital skills, lean management, leadership, team working, virtual collaboration and enhancing productivity. As one of the country's largest providers of training through the Flexible Workforce Development Fund (FWDF), West College Scotland is supporting the upskilling and reskilling of employees from across various parts of the Region including private, public and third sector organisations. Building on previous years, we continue to nurture current and new client relationships and develop new products and services directly informed by business demand. To date we have introduced over 150 'new to market' products ranging from Strategic Leadership and Digital Skills to Health and Safety and Resilience Building

as well as supporting opportunities for role specific in-work training. The College continues to successfully deliver the FWDF in 2020-21 now including training for both levy paying organisations and SMEs, and gaining further insight into employer skill and product demands that inform college curriculum development to ensure our students have the skills and attributes required by employers.

Innovation – Supporting People

To support workforce development, our Learning Technology team developed and enhanced CoLT, the Centre of Learning Technologies, an innovative online hub which aggregates all interactive online learning, teaching and assessment tools in one place and supports people through tutorials and examples to easily create engaging and enriching interactive content to provide high quality teaching and learning assessment experiences for students and staff.

This resource provides key digital skills enhancement for both our staff and students supporting them on their digital journey. A number of new products have been developed for students both in employment and those who are hoping to enter industry to ensure they have the requisite digital skills to sustain themselves through their training and qualification and ultimately in the workforce.

Given the shift in digital skill requirements, we recognised that a significant number of people would need baseline skills in order to be able to undertake training and skills development whether provided remotely, blended or online. A multifaceted resource was developed to help build confidence to learn online, provide the tools and skills to engage, support health and wellbeing and maximised connectivity with others. We not only provided this to people undertaking skills and qualifications but also offered it to parents, carers and families who may also require these skills themselves or to support others. In showcasing this product and its potential reach and impact, the College has had significant interest from our community and local authority partners in how we can provide further access to people who need this most and for whom it may be a barrier to work, education, services and ultimately inclusive economic growth within the Region.

3.4 Public health emergency

From the initial planning for session 2020-21, in response to COVID the College adopted three Key Principles:

- To have the fewest possible people on a campus at any one time.
- To ensure the safest possible environment for those on any campus
- To ensure the best possible learning and working experience for students and staff.

These principles guided our College operations and ensured that we had very restricted campus activity from the start of 2020-21, with most staff working off campus and student classes delivered online. This was enabled by equipping both staff and students with the necessary IT resources and providing significant staff CPD and student support.

By November 2020 the College had moved to having only 6% of timetabled classes on campus with all other classes taught online and this was reduced even further when two of our campuses moved into Level 4 restrictions. All learning was online from Christmas, through January with practical classes suspended to be completed once the COVID situation in our area improves and in line with Government guidance.

The West Region communities have been disproportionately impacted by COVID due to the high levels of deprivation in Inverclyde, Renfrewshire and West Dunbartonshire. In the initial part of the pandemic, Inverclyde was the 'COVID capital of Scotland' and after Christmas this area again had the highest proportion of COVID cases in Scotland. The West Region has continued to have high levels of cases throughout the year, but no cases reported as being contracted on campus.

The College implemented rigorous health and safety measures on all campuses and undertook structured planning and monitoring of our COVID response through a weekly Mobilisation Group, including student and Union participation and a contracted Project Manager. This group reports into a weekly COVID Executive Group and continued to meet. The health and safety of our staff and students was prioritised and ensured through the collaborative approaches of the Mobilisation Group and with regular communication to all staff and students. In addition, regular meetings were held with local Trade Unions and a strong collaborative approach was taken to addressing any issues. The College has complied with Government Guidance at all times and adjusted activities in response to changes in local and national restrictions. Staff were informed of changes through regular updates, a dedicated area of the staff intranet and the CDN highly commended staff 'Home working Times' publication which provided an important sense of community in a time when staff were dispersed.

The College has recognised the different levels of digital access and capabilities of our students and during the pandemic we facilitated the provision of a student IT Helpdesk, staffed by paid Computing student placements on every campus. We have also provided MS Teams Student/Parent/Guardians Training Sessions to support participants of all ages to utilise Microsoft Teams through live demonstrations of Teams for Educational features including meetings, conversations, documents planning, classroom tips, and troubleshooting.

3.5 Collaboration

Throughout 2020-21, West College Scotland senior staff have been very active externally, working collaboratively with other Colleges, with Awarding Bodies, SDS and Local Authorities in addressing the COVID challenges and response to the pandemic. The current emergency has improved the collaborative working of the College sector nationally and joint working has been instrumental in successfully meeting many of the recent challenges, particularly in relation to quality and health and safety. College teaching staff have benefited from collaborative working at curriculum level with other Colleges and through networks including CDN to share development work and approaches to adjusting the curriculum and enabling interactive online learning.

Partnership working with the University of the West of Scotland has continued to support the delivery of our Drama courses and the COVID testing of students if required. A joint curriculum session has been arranged for our senior team and the University of the West of Scotland to consider new initiatives and ways of working for the benefit of our students and region.

3.6 Responding to the climate emergency

Details of how the College is responding to the climate emergency can be found on the College Sustainability Webpage which is updated on a regular basis. A key component of this response is the targets within the College Carbon Management Plan 2016-21 (CMP) to achieve a 10% reduction (530 tonnes) on CO₂ emission by 2021. This was achieved during 2017-18 and as outlined in the 2019-20 Self Evaluation report, the College continues to make good progress in reducing the emissions it makes, despite a lower than required level of investment and an aging estate.

The College has, during the past 12 months consolidated its waste contract, completed the roll out of Skype for Business, continued to educate its students on the impacts their decisions have on the climate and replaced more lights / fittings across all campuses with more efficient equipment. The challenge for 2020-21 and beyond is to take some of the actions required to address the global pandemic and ensure that the previous 'sustainability bad habits' do not return – travel to meetings when video conferencing is a suitable alternative, printing of materials given the work to move to digital delivery and home working to continue where possible thereby reducing the use of office space. All these challenges are being considered by the College as we move into 2021.

Outcome Agreement Self Evaluation Report 2019 -20

In line with SFC requirements as outlined in the [College Outcome Agreement Guidance AY 2019-20 Annex A: Self-evaluation report](#) the following represents a summary of our progress, outcomes, impact and challenges during session 2019-20.

Links to college publications:

- [Mainstreaming Equality, Diversity and Inclusion](#) The College statutory [Equality Report](#) details our Equality Outcomes from 2017-2021
- [Student Health and Wellbeing Strategy](#)

Report on Activities 2019-20

Key priorities	Progress, Outcomes, Impact and Challenges
<p>Student Engagement</p> <p>SA college initiatives and campaigns</p>	<p>In partnership with the Students' Association, we produced an updated version of our Student Behaviours Framework which has provided a useful framework for students to reflect on how they impact on learning for themselves, and others.</p> <p>Working with the NUS and the College, the SA revised their constitution during 2019-20. Early elections took place in May 2019 resulting in consistency of a second term SA President and ensuring campus VP officers were appointed before the end of session 2019-20. This proved invaluable as a conduit to continued engagement with our student body during the ongoing COVID pandemic.</p> <p>Feedback from our Board, NUS and <i>sparqs</i> has been very positive on the performance of the SA, with improved reporting on SA activities and high levels of effective engagement by the SA in the wider work of the College and especially in supporting the Mental Health and Wellbeing agenda.</p> <p>Early in session 2019-20 we developed an online bespoke Class Rep training module, at that time to improve consistency, standards and flexibility of access across our campuses. <i>Sparqs</i> adopted our training package later during the session 2019-20 and it has proved useful in the remote learning environment following lockdown.</p> <p>We appointed a part-time Student Association Liaison Officer in May 2019 to provide the SA with single contact, multi-functional access to dedicated support. Early indications are that this post is adding value to the existing SA structure – the postholder is also employed part time in as a lecturer and as a scribe and provides meaningful insight and connections between the SA and teaching and learning services across the College. We anticipate that a key outcome of the post will be an enhancement of the role of student representation in influencing decision making across the College.</p>

High quality and effective learning and teaching	
<p>Quality Assurance and Enhancement</p> <p>Digital Ambition and ICT Strategy</p>	<p>In the early part of session 2019-20, prior to lockdown, curriculum planning activities centred around a 'Curriculum Reimagined' initiative that would deliver economic efficiencies partly driven by an increase in digital learning across all areas and resulting improvements in the student experience and outcomes. Our regular evaluation activities such as Portfolio Review and Curriculum Planning Review, were undertaken between October and December 2019 and actions agreed with curriculum Heads of Sector. Operational Planning for curriculum areas included actions to embed a component of online learning in all courses. For most areas, one or two units of curriculum activity were adapted for remote delivery. The intended outcomes being to create more digitally capable students, enable student access to more flexible approaches to learning and teaching, and to enhance independent learning at the appropriate SCQF levels.</p> <p>Assessment arrangements with Awarding Bodies were significantly impacted by COVID with adjustments required to established practices. A holistic model of QA was applied to almost all awards and external verification visits were replaced with Internal Quality Assurance (IQA) Panels for SQA awards, placing additional demand on course teams to adjust internal assessments and adapted learning materials for remote delivery. The timing of lockdown meant that many of our 2019/20 students already had a fair amount of evidence available to support a certification claim. Some other non SQA awarding bodies already supported remote online assessment, and, for work-based learning, we used existing e-portfolios for remote assessment and retention of candidate evidence.</p> <p>By March 2020, actions already underway as part of our Digital Strategy, gathered momentum to a necessary wholesale adoption of blended Learning. Our WCS Digital Strategy Group speedily responded and established an Exceptional Arrangements Digital Action Plan to deal with the COVID emergency. Emerging Digital Workstreams successfully ensured a whole college approach that supported staff and student's continuation of learning. The workstreams championed digital access for staff and enabled the College to roll out Microsoft Teams as our standard means of engagement with student learning. Course teams were also able to access other teaching tools as best met their needs. Digital workstreams were formed and regular communication channels with staff and students were established. Students were provided laptops where possible and based on priority of need for progression. All staff were issued with suitable IT equipment depending on need and to enable remote teaching. The College learning technology team utilized their Centre of Learning Technology (CoLT) website to share resources and support staff upskilling in the transition to online teaching, as well as supporting conversion of materials onto the Moodle platform.</p>
Equality and Diversity	
Protected characteristics	<p>We were able to provide progression opportunities for our 2019-20 continuing students irrespective of the COVID impact on their qualification completion status. Following lockdown, we enhanced support for all students to aid retention and ongoing progression, including improved attendance and engagement recording and a supportive retention strategy. We focussed our efforts on mental health and wellbeing activities, access to enabling services and essential skills development. Some key impacts on protected characteristic groups are noted below:</p> <p>There was a very small 0.5% reduction in credit activity for students from SIMD10 in 2019-20, with 24.5% of all college activity delivered for students from the most deprived areas.</p> <p>Disability A 2% increase in credits for students declaring a disability in 2019-20 was mainly down to more students declaring a mental health issue. 25% of our College activity was delivered to students with a disability, with an increase of 1,647 students overall in the year.</p>

<p>Gender Based Violence</p>	<p>This put significant pressure on our student support services during the session and after lockdown when these students continued to receive both remote learning support and support with their wellbeing.</p> <p>British Sign Language - The College had 34 more deaf students in 2019-20 and we extended our BSL signing support services accordingly. We strive continually to enhance accessibility for all students and support those with specific learning difficulties as well as BSL students. An external consultant was appointed to carry out an audit of accessibility across all website and online content in line with the requirements of the EU Accessibility Directive. The audit highlighted a number for recommendations to be implemented during 2019-20 and 2020-21. The Learning Technology team made accessibility improvements to Moodle content and work with teaching areas to ensure learning materials are accessible to all learners. We either have already or are in the process of installing enhanced accessibility tools such as Caption.ed (https://talk-type.com/captioned/)</p> <p>Our overall gender balance in the College remained very similar to previous years, with 43.5% of credit activity delivered to male students, despite targeted actions in curriculum areas. There was a very small reduction in the proportion of credits delivered for students from a BME background, reducing to 4.6% of college activity, and largely down to regional demographics as well cultural preference as BME students exercising personal choice to attend city centre provision.</p> <p>In November 2019, Fiona Drouet founder of the “Emily Test” Campaign was invited into the College to share her story with SMT, Curriculum leads and teaching staff. The events were well attended and the nature of shaped student support structures and policy internally.</p>
<p>Corporate Parenting</p>	<p>Age - 52% of our College students were over 25, a 2% increase on the previous year. Although an increase in online learning after March 2020 attracted participation of this age group, the increase was also replicated in our full-time programmes where 34% of our students were over 25. Prior to COVID, it had been a College priority to increase opportunities for upskilling for the older age group and the College statistics show that our work in this area is proving successful.</p>
<p>Health and Wellbeing</p>	<p>There was a significant increase in credits for Care Experience students, bringing the proportion to 8.4% of all college activity. Whilst success rates improved by 1.4% for full time FE and by 6.4% for HE Care Experienced students, there continued to be an attainment gap overall. Supporting this group is a key College priority and during 2019-20 we continued with the pilot partnership working with Action for Children to part fund a post in Inverclyde to specifically support these students. We worked with the charity Action for Children to part fund a post in Inverclyde to specifically support these students.</p> <p>Throughout the session 2019-20 we have managed to maintain good and close relationships with our vulnerable groups of students. Named Contacts may not have always been on-campus but were accessible during the working day by email, telephone or through Microsoft Teams. The Named Person carried out a with each wellbeing check student at approximately 12-week intervals, liaising with local authorities and external services as necessary. Our STAY project providing practical and emotional help to enabled success during their time at College. This specific work provides the following for our students the project has provided tailored 1-2-1 support for 40 students.</p> <p>As a result of partnership working with WCS SA, a new Student Health and Wellbeing Strategy was published during 2019-20. Our holistic approach to supporting health improvement activity aims to enable our community to foster good mental, physical and emotional health and wellbeing. The activities of the College’s Healthy Working Lives group are truly representing of the entire College community and a</p>

	<p>diverse calendar of events encouraged wide participation. Our health promotion focuses on achieving equity and our strategy requires a broad way of thinking with our PROSPER framework at the core of everything that we do.</p> <p>In order to structure our holistic approach to health promotion we have developed the PROSPER framework which provided the backbone of our Employee and Student Health and Wellbeing Strategy launched in December 2019. Our most popular activities led by the Healthy Working Lives Group, included: “Gies a Break” Café, “Having a Wobble” student workshops, ‘Time to Talk Day’ - conversation coffee mornings, “Bit of Blether” initiative which recruited staff volunteers to provide support to their colleagues, as well as online publications ‘Home Working Times’ plus holistic therapies such as online Yoga classes and Mindfulness video sessions. All activities have had high participation rates and feedback has been positive with continuation into session 2020-21.</p> <p>Staff were encouraged to stay active during lockdown through the Step Challenge which saw 2 of our teams finishing in the top 15 out of 864 teams nationwide. Another great addition to our COVID-19 support was the “Fitness for All – the Stay Healthy Challenge” which has covered a range of activities led by our Sports department from at home fitness workouts to 5k challenges. There was also guidance on reducing screen time, meditation and mindful eating to name a few.</p>
<p>Widening Access</p>	
<p>School College partnerships</p> <p>Scottish Wider Access Programmes (West)</p>	<p>The College expanded the School College Partnership Programme for S4-6 in 2019-20 with an increase in those undertaking vocational qualifications. Growth in S6 student numbers was particularly notable with an increase of over 300 students and a 33% increase in credits and an 80% increase in credits for S5. Nine new programmes were added in session 2019/20 across a range of subjects: Introduction to Song Writing & Music Production, NPA Bakery, NPA Professional Cookery, Social Media & Animation, NPA Games Development, NPA Cyber Security, Animal Care and Environmental Science, Introduction to Plumbing and NPA Computer Games Development.</p> <p>Between August 19 and August 20 there was an 11% increase in Foundation Apprenticeship enrolments. Foundation Apprenticeships showed a 28% improvement in retention from 57% in 2018/20 to 73% in 2019/21 due to improved monitoring of student progression by the College Schools Team. Attainment for 2019/20 was 67%.</p> <p>The School College Programme was almost completed at the time of the March lockdown, however there were challenges completing the final elements, particularly in practical areas. Fewer pupils achieved their qualifications in 2019/20 due to the difficulties posed by COVID-19. Although every effort was made to engage pupils some did not have access to IT hardware and /or did not have access to the internet. Prior to the COVID lockdown, we had agreed with our regional Local Authorities to start School College courses for 2020-21 within session 2019-20 to best align with school timetables. Following lockdown, the College adapted this plan and instead provided an introductory programme delivered entirely online. There were some challenges initially in getting the infrastructure set up and some pupils disengaged during this period. Some pupils, even if they did have IT access found it difficult to take part in online engagement or said they did not like learning in this way and chose not to continue. Despite school pupils not being in school and digital access being limited in some cases student engagement on these online courses was higher than expected with 651 enrolments.</p> <p>SWAPWest courses for WCS students were again very successful in enabling progression to HEIs, particularly for those students from SIMD. The College pioneered a January start, fast track Access to Nursing, and whilst challenging, particularly with COVID, the students successfully progressed to University. In total 235 students were enrolled in 2019-20 with 167 successful completers. Our SIMD10 students had a success rate of 80% indicating how valuable such provision is to reversing lower college wide attainment generally in non-SWAP courses.</p>

Further analysis highlighted that Care Experienced SWAP students had 65% success outcome rate whilst those students with a disability had a success rate of 68.6%. SWAP students who were neither from a care experienced background nor had a recorded disability were more likely to be successful (71.8%). While this is consistent with SWAPWest general findings across all institutions, it further indicates that individual needs support is required for SWAP students. The 2019-20 cohort was 100% female and with an average age of 32 years, it may be that COVID impacted more directly on this student group – we will continue further analysis and trending by allocating resource to better understand what the data is telling us and monitor specific actions around on course support.

Successful Students

Student Attainment Outcomes on recognised qualifications

	2016-17	2017-18	2018-19	2019-20
HE Full-time	69%	69%	65%	70%
HE Part-time	77%	80%	80%	73%
FE Full-time	69%	69%	68%	66%
FE Part-time	68%	72%	76%	78%

Our HE FT success rate improved on the previous year but only to the bring us back in line with success rates in 2017-18. We are committed to improving success outcomes for HE level learners – the fall in success rates for HE PT is partly attributable to the COVID pandemic with proportionately high numbers of students in vocational areas such as Care and Construction, not able to continue to engage in practical units. Student success rates for students from SIMD10 were broadly similar to the previous session, with a 1% reduction for FE and a 1% improvement in HE. Despite the improvement for HE, the attainment gap widened as students from non-SIMD areas had a more improved trend success rate.

FT FE level outcomes were varied across our college departments – very successful, above average outcomes for learners were evident in our Learner Development programmes which focussed on SCQF Level 4 and in FE level Construction and Building Services courses, despite the impact of the pandemic. The overall college percentage dropped because of high numbers proportionately in some areas where success outcomes fell. Improvements to outcomes for part time FE learners are, in part, attributable to the ease of access to online learning for large numbers of students and the relatively low impact the move to remote learning had on these cohorts.

Many of our vocational courses were impacted by Covid-19 with a great deal of ongoing uncertainty for staff and students on how and when courses may complete. The College has a significant number of vocational students still undertaking 2019-20 course assessments well into this session 2020-21 as a direct result of the Covid-19 pandemic. Success Performance Indicators (PIs) for 2019-20 will be reviewed once we have taken account of all of those who have returned during session 2020-21 to complete their qualifications. The College and SFC will review 2019-20 success PIs early in 2021 and prior to publication.

College Leavers Destinations (CLD)

The total number of WCS CLD qualifiers (2018-19 session successful FT completers reported in session 2019-20) fell from 4,779 in 2017-18 to 4,529 in 2018-19, a decrease of 5.2%. This fall was consistent with the whole college sector which reported a decrease of 6.3% over the same period. The number of our College qualifiers who confirmed their destination 3-6 months after completion decreased from 4,075 to 3,887 students – a drop of 4.6% against the previous year this is again a slightly smaller decrease than the sector as whole which fell by 4.9%. The confirmed rate of positive destinations for the College’s students in 2018-19 was 94.1%, a decrease of 1.2% on the previous year and 1% less than the sector benchmark for 2018-19 at 95.1%. The confirmed rate of negative destinations for the College

<p>Articulation</p>	<p>increased by 1.1% in 2018-19 to 4.1%, whilst the Sector rate fell by 0.3%. We seek to continually improve on the CLD and have made some changes to our planned data collection for the 2019-20 cohort, although we are aware that COVID may impact on positive destinations, especially into employment, for successful 2019-20 completers.</p> <p>50% of the 694 of our students who finished college in 2017-18 entered University, did so with Advanced Standing or Advanced Progression. During 2019-20, the College worked to increase articulation pathways. Following discussions with curriculum staff and the widening participation team at the University of Glasgow, curriculum mapping was undertaken to establish articulation routes from College courses into degrees in Life Sciences and Social Sciences. Given the relocation of Biomedical Science provision at UWS from Paisley to Lanarkshire, the College also initiated discussions to ensure communities in Inverclyde are not disadvantaged by the move.</p>
<p>Skills and Employability</p>	
<p>Work placement and the Certificate of Work Readiness</p> <p>STEM</p> <p>FWDF Skills, Apprenticeships Innovation and Industry Partnerships</p>	<p>After lockdown in March 2020, most planned placement activity could not continue, although some of our students did take on roles in the Care sectors and front-line services.</p> <p>Some successful provision included The Certificate of Work Readiness Programme, which saw 59 students engage and successfully attain for session 2019 – 2020. They were supported by our Employability Advisors to provide sufficient evidence of employability skills attained, and COVID impacted partial placements achieved, to ensure their success. This course was carefully designed to provide opportunities, for a challenging group of SCQF level 4 students, to develop employability skills and enhance job prospects. Successful work opportunities were possible through partnership working with The Trust for Seri funding and Future Jobs Fund. In total, there were 6 employment outcomes and another 5 job outcomes associated with Glasgow Airport which couldn't materialise due to the COVID impact on that Sector.</p> <p>The College achieved a 1% increase in STEM courses in 2019-20 with growth in Construction and Engineering activity to meet the demand from students and employers. Construction and Engineering combined make up 70% of our College STEM courses as defined by SFC. Our College STEM approach is to promote STEM learning in all courses, particularly the development of digital skills and the COVID pandemic made this an even greater priority. After the March lockdown, Construction and Engineering were some of the subject areas most impacted upon and the majority of the courses had to be completed after August 2020 through deferral activity.</p> <p>Prior to March, the College was active in STEM awareness raising activities in regional schools, working with DYW and the STEM Ambassadors. The College coordinated the West Region STEM Partnership and STEM activities increased significantly within schools. Whilst the Partnership continued to meet after lockdown, many activities had to be curtailed and new SFC credit guidance is likely to limit the College involvement with younger age groups in the future.</p> <p>Building on the College's significant links with Industry and employer partners, WCS continued to develop and deliver upskilling and reskilling training across all of our key vocational areas aligned with regional requirements. With the continuation of the Flexible Workforce Development Fund to provide Apprenticeship Levy paying employers with workforce development training, the College extended its offer and reach in committing all of it's FWDF resource in supporting over 50 large employers to access critical training for the sustainability and growth of their business. A strategic shift to deliver blended/online training was also fast-tracked with a number of new associated products developed particularly in Management and Leadership, Health and Safety and Wellbeing. Regional Industry sectors supported</p>

included: Manufacturing, Transport, Construction, Life Sciences, Business Services and Technology & Engineering companies, representing key economic sectors within the West Region.

The College is also leading the Regional effort to promote and support apprentices and create new apprenticeship opportunities. As part of our SDS MA contract we continue to offer up to 160 MAs across 9 different occupational groups, one of the largest number of occupational areas of any college. This is in addition to having a number of large strategic apprenticeship contracts with lead trade and industry bodies as well as significant regional employers, all of which means that just under 1000 apprentices being supported by the College in 19-20 with a further request for expansion in our SDS contract requested from 2021 onwards.

Sustainable institutions

Sustainability, including Carbon Management Planning

The primary target in the College's [Carbon Management Plan 2016-2021](#) (CMP) was to achieve a 10% reduction (530 tonnes) on CO2 emission by 2021. This was achieved during 2017-18 when the total carbon saving achieved was 873 tonnes (16%). As the table below indicates, the College continued to make good progress in reducing the emissions it makes despite a lower than required level of investment and an aging estate:

Year	Scope 1 (Gas) tCO2	Scope 2 (Elec) tCO2	Scope 3 (Water, Travel & Waste) tCO2	Total tCO2	Cumulative Movement tCO2
Baseline Year (2014-15)	2,243	2,870	190	5,303	
Year 1 – 2015-16	2,391	2,463	277	5,133	(170)
Year 2 – 2016-17	2,265	1,959	635	4,859	(444)
Year 3 – 2017-18	2,325	1,562	543	4,430	(873)
Year 4 – 2018-19	2,378	1,423	448	4,249	(1,054)
Year 5 – 2019-20 (actual)	2,002	1,006	259	3,267	(2,036)
Year 5 – 2019-20 (theoretical) based on	2,378	1,298	386	4,062	(1,241)

The table shows what the level of emissions would have been had 2019-20 been a normal year of activity without the impacts of the Covid-19 lockdown period arising (4,062 tonnes), and the emission factors for 2019-20 were applied to that year. This would have resulted in an annual reduction of 187 tonnes (3.5%) and a cumulative reduction of 1,241 tonnes (23%). What this shows is that if the national shut down had not occurred, the College would have continued to make good progress in reducing the level of emissions.

Key Challenges and Mitigating Actions

Key Challenges arising from 2019-20	Mitigating actions 2020-21
Completion of full course deferred students from 2019-20	Small numbers of on campus managed delivery and assessment in vocational areas such as Construction, Engineering and Hospitality.
Arrangements for individual students who deferred from courses in 2019-20 due to personal circumstances emerging from the COVID pandemic	Adjustments are made to timetables and we continue to offer flexibility for catch up and assessment through curriculum design and delivery schedules.

Courses with mandatory placement requirements	We continue to actively engage in sector wide liaison with regulatory bodies and awarding bodies
Digital skills competency of staff and students to fully and positively engage in remote learning	Students Digital programme in developing online learning skills is being road tested by our SA class reps in January 2021 and will be offered to all students as part of induction. Staff CPD, led by Microsoft Expert lecturers, is available to all staff in technical aspects of digital teaching and pedagogy.
Mental health and wellbeing of staff and students during periods of continued disruption to learning	Continuation of, and enhancement to, 2019-20 initiatives are ongoing through the Healthy Working Lives Group.
Awarding Body (especially SQA) guidance is required on accessibility to college sector wide prior verified assessments, along with clear detail on acceptable assessment adaptations specifically for college awards (HNs, PDAs etc.)	Sector wide representation and engagement is ongoing through Scotland's Colleges and the SQA College sector Focus group

TITLE: RISK MANAGEMENT STRATEGY AND STRATEGIC RISK REGISTER

Background: The Corporate Governance Code requires the College Board of Management to ensure a framework of risk management and control is in place. This paper presents the current College Strategic Risk Register for the consideration of the Board of Management.

Action: The Board of Management is requested to review and approve the current College Strategic Risk Register and in doing so consider:

- the risks identified within the register;
- the risk rating both pre and post mitigation;
- whether any risks should be considered for removal; and
- whether any new risks should be considered for inclusion.

Lead: David Alexander, Vice Principal Operations

Status: Open

1. Risk Management Strategy

- 1.1 The College Risk Management Strategy is an integral part of the College's internal control and corporate governance arrangements. The current version of the Risk Management Strategy was approved by the Board of Management in December 2020, and reflects work undertaken over the past year to develop the College's approach to risk appetite.

2. Development of the College Risk Management Framework

- 2.1 In addition to the Risk Management Strategy, the College approach to risk management also continues to develop and evolve with the implementation of the Pentana system. This electronic platform now enables College Senior Management Team members to monitor and update all risks, controls and mitigations for which they have ownership on a real time, ongoing basis. The overall responsibility for oversight and management of the risk register will continue to reside with the College Executive Team. It is intended to present the Audit Committee with a risk register report produced directly from the Pentana system during the next meeting cycle for consideration.
- 2.2 The College is currently reviewing and updating how it intends to develop the operational planning process for the 2021-22 cycle. As part of this review process the further integration of risk management into the operational planning cycle will aid the development of the overall College approach to risk management.

3. College Strategic Risk Register Update and Considerations

- 3.1 The College Strategic Risk Register was previously approved at the December 2020 Board of Management meeting. The Senior Management Team (SMT) reviewed the Risk Register during January 2021 and a copy of the current updated version is attached at *Appendix B*. The following considerations/adjustments have been made since 20 December 2020:
- Based on knowledge of the current operating environment, the SMT do not consider that there is a requirement to amend the top five risks nor the associated risk pre and post mitigation scoring.
 - There have been no changes to the strategic risk scores.
 - The mitigating controls across all risks take account of the outcomes of internal/external audit reports and any relevant Scottish Government/Scottish Funding Council announcements as required.

- The SMT review of the risk register gave particular consideration to *Risk 10, Staff Relations*, given:
 - the ongoing impacts arising from Covid-19 operating restrictions;
 - the current national dispute lodged with Colleges Scotland Employers Association by the EIS in relation to lecturers and instructor/assessor posts at Forth Valley College, and
 - the ongoing pay negotiations with support staff for 2020-21.

3.2 The view of the SMT was that:

- the current impacts arising from Covid-19 on staff relations continued to be proactively managed and are kept under continuous review through the College Mobilisation Group, - which meets weekly and involves staff, trade unions and student representatives - and also through monthly meetings with trade unions. The current third covid-19 lockdown restrictions will require to be further navigated in order to fully understand the challenges and opportunities that may emerge for working models going forward, and with this what the impact upon staff relations are likely to be beyond this period. The SMT did not therefore consider that the risk rating required to be amended at this time, however this will remain a particular area of focus.
- Colleges Scotland Employers Association continues to meet with the EIS in order to resolve the dispute that has been lodged by the trade union in relation to lecturer and instructor/assessor posts as arising at Forth Valley College, and it is hoped that a resolution will be reached on this matter; and
- 2020-21 pay negotiations remain ongoing, with the College Scotland Employers Association currently awaiting confirmation from support staff trade unions regarding their views on next steps.

4 Conclusion

4.1 The Board of Management is requested to review and approve the current College Strategic Risk Register and in doing so consider:

- the risks identified within the register;
- the risk rating both pre and post mitigation;
- whether any risks should be considered for removal; and
- whether any new risks should be considered for inclusion.



Strategic Risk Register

Proximity: when might the risk occur.

Description	Timing
Immediate	Now
Medium-term	Within three to six months
Longer-term	Greater than six months

Impact: this is the estimated effect of the risk on the Strategic Priorities.

Impact	Criteria	
Catastrophic	4	Significant and unacceptable impact on objectives that would require a material change to approach, procedure or process.
Critical	3	Moderate impact on Priorities that may require minor changes in approach, procedure or process.
Marginal	2	Minor impact on Priorities, which requires little overall change in approach.
Negligible	1	No real impact on achieving Priorities.

Probability: this is the estimated chance of the risk occurring.

Likelihood	Criteria	
Almost certain	6	Extremely likely to occur
Very likely	5	Almost certain to occur
Likely	4	Most likely to occur than not
Possible	3	May occur
Very unlikely	2	Unlikely to occur
Remote chance	1	Extremely unlikely to occur

Risk Score: Impact x Probability

Impact		Result			
Almost certain	6	6	12	18	24
Very likely	5	5	10	15	20
Likely	4	4	8	12	16
Possible	3	3	6	9	12
Very unlikely	2	2	4	6	8
Remote Chance	1	1	2	3	4
		1	2	3	4
Probability		Negligible	Marginal	Critical	Catastrophic

Risk Score: the overall risk level.

Risk level	Score	Description
High	16 - 24	Unacceptable level of risk exposure that requires a review of controls and immediate mitigating action
Medium	6 - 15	Acceptable level of risk exposure subject to regular monitoring
Low	1 - 5	Acceptable level of risk exposure subject to periodic monitoring

Net Risk Score: the overall risk level after controls and mitigating actions are put in place

Trend: after controls and mitigating actions are considered

↑	New or increasing risk
↔	No change to risk
↓	Declining risk

Risk Appetite

	Averse	Minimalist	Cautious	Open	Hungry
Finance					
Political					
Governance					
Competitive Environment					
Staffing and HR					
Student					
Reputational / External					
Infrastructure					
Learning and Teaching					
Digital					

Classification	Description
AVERSE	Avoidance of risk and uncertainty is a key organisational objective.
MINIMALIST	Preference for ultra-safe business delivery options that have a low degree of inherent risk and only have a potential for limited reward.
CAUTIOUS	Preference for safe delivery options that have a low degree of residual risk and may only have limited potential for reward.
OPEN	Willing to consider all potential delivery options and choose the one that is most likely to result in successful delivery while also providing an acceptable level of reward (and value for money etc.).
HUNGRY	Eager to be innovative and to choose options offering potentially higher business rewards, despite greater inherent risk.

West College Scotland Strategy 2019-2025

Priorities		Objectives	
(1) Personalisation	We will deliver the skills solutions that employers are looking for and the learning outcomes that students want, in a way that suits individual students.	1.1	Developing Bespoke solutions, Fast
		1.2	Raising Aspirations and Enabling Students to achieve outcomes
		1.3	Recruiting and Retaining Talented People
(2) Collaboration	We will build the immersive relationships and make the connections that enhance value for customers and stakeholders by creating learning pathways, developing new delivery partnerships and integrating learning into wider local strategies.	2.1	Creating Learning Pathways
		2.2	Immersive Partnerships
		2.3	Delivering Inclusive Growth
(3) Agile and Adaptive	We will develop the capability to respond to shifts in demand and seize new opportunities quickly' putting in place specialist delivery capabilities.	3.1	Developing new income opportunities
		3.2	Developing the Market
		3.3	Utilising Specialist Capabilities
		3.4	Managing for Resilience
(4) Digital	We will ensure that the College has the digital capacity and capabilities to deliver in a modern economy.	4.1	Using Data
		4.2	Inspirational Learning
		4.3	Developing the skills base

Risk Register: Summary of Top 5 Risks

Risk No.	Risk Description	Proximity	Gross	Net	Prior	Trend since last report
1	<p><u>Business Continuity / Cyber Resilience Planning</u> Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery primarily resulting from Coronavirus epidemic.</p>	Medium-term	24	24	24	↔
2	<p><u>SFC Funding and Funding Methodology</u> Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.</p>	Immediate	24	24	24	↔
3	<p><u>Estate Strategy</u> Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements.</p>	Long-term	24	20	20	↔
4	<p><u>Estates maintenance / capital funding</u> Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.</p>	Medium-term	20	16	16	↔
5	<p><u>Brexit</u> Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding.</p>	Medium-term	15	15	15	↔

Risk number	1	WCS 7
Risk description	<u>Business Continuity / Cyber Resilience Planning</u> Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery primarily resulting from Coronavirus epidemic.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 3.4 - Managing for Resilience	
Risk category / appetite	Reputational/External	Open
Proximity	Medium-term	
Probability/Impact	6 x 4	
Gross Risk Score	24	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Business Continuity Plan available on the College intranet to staff along with departmental plans to assist during any incident.	Director of Finance
	2) Business Continuity scenario planning sessions undertaken on a quarterly basis with involvement from both teaching and support staff. Externally facilitated sessions and lessons learned shared with staff.	Director of Finance
	3) College Mobilisation Group continues to operate to oversee operational issues related to Covid-19. Group is chaired by the Director of Infrastructure and has representatives from staff, unions and Student Association. The Group meets weekly and reports to an Executive Group led by the Principal who oversees the overall College Covid-19 response.	Director of Infrastructure
	4) Good interaction with staff, trade unions and Student Associations with regular meetings taking place and information being supplied to all parties on a timely basis normally via the College intranet, with the use of the Homeworking Times publication being key.	Director of OD & HR
	5) Continued engagement with Scottish Funding Council, Skills Development Scotland and other funding bodies to gain clarity on future funding and determine impacts upon College financial sustainability.	Principal

	<p>6) The College has complied with the Scottish Government third lockdown guidance as required from 26 December 2020. Actions taken in response to the lockdown include:</p> <ul style="list-style-type: none"> - continued development of online materials across all areas of learning and teaching; - continued dispersal of IT equipment to support students where there is an identified need; - engagement with SFC and awarding bodies to assess the impact of the deferral of teaching activity on student achievement of qualifications; and - on-going monitoring of supply chains based upon risk analysis supplied by APUC. 	Principal
	<p>7) The delivery of the work streams associated with the College Digital Strategy will ensure that the needs of both students and staff are addressed in relation to learning and teaching and delivery of support services.</p>	<p>Assistant Principal: Creativity and Skills</p> <p>Assistant Principal: Enterprise and Skills</p>
Probability/Impact	6 x 4	
Net Risk Score	24	
Trend	↔	
Overall Risk Owner	VP Operations	

Risk number / Reference	2	WCS1
Risk description	SFC Funding and Funding Methodology Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority</i>	1.1 - Developing Bespoke solutions, Fast 1.3 - Recruiting and Retaining Talented People 3.1 - Developing new income opportunities 3.4 - Managing for Resilience	
Risk category / appetite	Finance	Minimalist
Proximity	Immediate	
Probability/Impact	6 x 4	
Gross Risk Score	24	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1. Detail of 2020-21 SFC core funding for teaching, estate and student funding confirmed. Ongoing engagement with SFC on funding for estate investment and support for voluntary severance programme.	Vice Principal Operations
	2. Break-even adjusted operating position (excluding the costs of voluntary severance) budget approved for 2020-21 by the Board of Management on 20 July 2020 along with 3-year financial scenario plan. 2020-21 forecast is monitored by SMT and quarterly by the Board of Management through provision of management accounts.	Vice Principal Operations
	3. Transformation Plan agreed with SFC to take effect from 2020-21 onwards and funding / credit level confirmed by SFC to support this. Requirement for College to deliver 2020-21 curriculum activity in accordance with the agreed Business Transformation Plan.	Principal
	4. College Estate Strategy 2016-2026 includes objective to improve / rationalise the estate utilising SFC estate maintenance funding. Annual Strategy update provided to Asset and Infrastructure Committee (A&I) including progress towards achievement of objectives. The Estate Strategy is currently being refreshed following the Board of Management development session during late October 2020 and staff and student sessions will be	Vice Principal Operations

	undertaken to inform this further when possible to facilitate these due to the impacts of covid-19 restrictions.	
	5. College Commercial Development and Credit Group report to HR and Corporate Development Committee at each meeting on level of SFC credit activity and on actions taken to maintain ESF income and to grow other non-SFC income.	Assistant Principal: Enterprise and Skills
	6. Commercial Development and Credit Group monitor current and future curriculum delivery plans including credit delivery and staffing requirements. Report provided to each SMT meeting on credit activity.	Assistant Principal: Enterprise and Skills
Probability/Impact	6 x 4	
Net Risk Score	24	
Trend	↔	
Overall Risk Owner	VP Operations / VP Educational Leadership	

Risk number	3	WCS 3
Risk description	<u>Estate Strategy</u> Failure to deliver Estate Strategy 2016-2026 objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 3.1 - Developing new income opportunities 3.3 - Utilising Specialist Capabilities 3.4 - Managing for Resilience	
Risk category / appetite	Infrastructure	Open
Proximity	Long-term	
Probability/Impact	6 x 4	
Gross Risk Score	24	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1. Asset and Infrastructure Committee (A&I) receive VP Update Report at each meeting on College engagement with stakeholders including SFC, local authorities and wider key stakeholders.	Vice Principal Operations
	2. Board approved Estate Strategy 2016-2026, with A&I Committee receiving annual implementation update which highlight required estate investment for consideration by SFC and Scottish Government. The Estate Strategy is currently being refreshed following the Board of Management development session during late October 2020 and staff and student sessions will be undertaken to inform this further when possible to facilitate these due to the impacts of covid-19 restrictions.	Vice Principal Operations
	3. Outline Business Cases for Paisley and Greenock estate submitted to the SFC. Update on progress provided at each A&I Committee. The College is continuing to engage with partners in order to progress these projects, and discussions are ongoing with the SFC regarding (i) an update of the Greenock OBC given the current Inverclyde Council commitment to enable educational use on the East India Dock site (ii) an SFC funded curriculum review of Paisley, to be undertaken in conjunction with	Vice Principal Operations

	Renfrewshire Council and the University of the West of Scotland.	
	4. Update report provided to each meeting of the A&I Committee which indicates how the College has prioritised the use of SFC estate maintenance funding to address the Estate Condition.	Director of Infrastructure
Probability/Impact	5 x 4	
Net Risk Score	20	
Trend	↔	
Overall Risk Owner	VP Operations	

Risk number	4	WCS 2
Risk description	<u>Estates maintenance / capital funding</u> Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 1.2 - Raising Aspirations and Enabling Students to achieve outcomes 2.3 - Delivering Inclusive Growth 4.1 - Using Data	
Risk category / appetite	Infrastructure	Open
Proximity	Medium-term	
Probability/Impact	5 x 4	
Gross Risk Score	20	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1. College Estate Strategy 2016-2026 submitted to SFC highlighted significant need of investment in College. Annual update report on implementation and progress to Asset and Infrastructure Committee. SFC formally updated at least twice a year on estate challenges faced by the College.	Vice Principal Operations
	2. A&I Committee receive report on the level of SFC estate maintenance funding. A&I Committee receive report on planned level of expenditure compared to need and how the College is prioritising the use of the amount allocated to it. Update reports provided to each Committee on use of SFC estate maintenance funds.	Director of Infrastructure
	3. The College regularly engages both formally and informally with both Renfrewshire and Inverclyde Councils to discuss opportunities for development of College facilities. Update report on progress provided to A&I Committee at each meeting.	Principal
	4. Outline Business Cases for Paisley and Greenock submitted to the SFC following Board of Management approval. The College has agreed with the SFC to proceed with (i) a wider curriculum horizon scanning exercise to allow the College to work with provide holistic approach to curriculum delivery across the regions it serves.	Vice Principal Operations Vice Principal Educational Leadership

	<p>5. The College has undertaken an estate condition survey in 2019 to provide up to date information of the investment required to bring the estate to Condition B status and to maintain it at this level. A presentation on the 2019 results was made to March 2020 A&I Committee and the detail of this provided to the Board of Management. SFC have received a copy of the presentation for their information as well as being updated by the Vice Principal Operations. A Board of Management development session to consider estates challenges and opportunities was undertaken on 28 October 2020 with the outcomes being reported to the December 2020 A&I Committee along with the next steps.</p>	<p>Vice Principal Operations</p>
Probability/Impact	4 x 4	
Net Risk Score	16	
Trend	↔	
Overall Risk Owner	VP Operations	

Risk number	5	WCS 16
Risk description	Brexit Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.3 - Recruiting and Retaining Talented People 2.2 - Immersive Partnerships 3.1 - Developing new income opportunities 3.4 - Managing for Resilience	
Risk category / appetite	Governance	Cautious
Proximity	Medium-term	
Probability/Impact	5 x 3	
Gross Risk Score	15	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) During 2020 the College undertook a review of the possible impacts of Brexit on College operations. This review was discussed at senior management level and with relevant Board Committees. The initial review is now subject to a refresh in order to fully understand the likely impacts of Brexit on future College operations.	Assistant Principal: Enterprise and Skills
	2) The College is a member of a sector working group on Brexit allowing access to latest intelligence specific to the College sector. The College continues to consider and review developments especially in relation to students / staff and access to exchange programme funding.	Assistant Principal: Enterprise and Skills
	3) On-going liaison with SFC on future funding arrangements post 31 July 2023 when current ESF funding is due to end.	Director of Finance
Probability/Impact	5 x 3	
Net Risk Score	15	
Trend	↔	
Overall Risk Owner	Principal	

Risk number	6	WCS 4
Risk description	SFC Regional Outcome Agreement Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource, competition and challenging economic environment due to Covid-19, results in future credit and/or funding adjustments.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 2.1 - Creating Learning Pathways 3.2 - Developing the Market 3.4 - Managing for Resilience	
Risk category / appetite	Learning and Teaching	Open
Proximity	Long-term	
Probability/Impact	5 x 4	
Gross Risk Score	20	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) 2020-21 ROA finalised following receipt of revised SFC guidance on monitoring of 2020-21 outcomes given impact of Covid-19. Board of Management to receive interim 2020-21 ROA at February 2021 meeting. Changes to ROA to be reported to Board of Management and individual Committees made aware of ROA objectives relevant to their remit.	Vice Principal Educational Leadership
	2) Effective ROA monitoring and reporting procedures in place, including operational planning process, and monitoring through the Board of Management and all Committees.	Vice Principal Educational Leadership
	3) Regular contact and review meetings with local authorities and schools to access attainment funding in support of College activities.	Assistant Principal Student Life and Skills
	4) Detailed curriculum development planning and review process which was subject to positive review by internal audit.	Vice Principal Educational Leadership
	5) Blended approach to delivery of teaching and learning including online learning allowing College to address changes in recruitment and delivery.	Vice Principal Educational Leadership
	6) Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered.	Vice Principal Educational Leadership
	7) College Marketing Plan ensures that the College is seen as the place to come to be educated. Internal communication plans subject to internal audit review	Principal

	with limited number of recommendations for improvement. External communications plan will be subject to an internal audit review as part of 2020-21 audit plan.	
Probability/Impact	4 x 3	
Net Risk Score	12	
Trend	↔	
Overall Risk Owner	Principal	

Risk number	7	WCS 5
Risk description	<u>National Pay Bargaining</u> Impact and outcome of National Pay Bargaining for both teaching and support staff has an adverse effect on either efficiency of delivery or 2020-21 budget.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 1.2 - Raising Aspirations and Enabling Students to achieve outcomes 1.3 - Recruiting and Retaining Talented People 3.4 - Managing for Resilience	
Risk category / appetite	Staffing and HR	Open
Proximity	Medium-term	
Probability/Impact	6 x 3	
Gross Risk Score	18	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) College representation and involvement at senior level in national Employers Association and national joint negotiating committee (NJNC). Update reports provided to both SMT and Board of Management Committees.	Vice Principal Operations – support staff Director of Finance – teaching staff
	2) Financial impact assessment / planning scenarios on the impacts of National Bargaining included within the planning of 2020-21 budget and three-year forecast.	Director of Finance
	3) Business Continuity Planning considered impact of industrial action, with specific plans in place.	Director of Finance
	4) Local trade union consultation and negotiating committees for support and teaching staff continuing to meet on a regular basis to maintain positive College industrial relations.	Director of Organisational Development & HR
	5) Robust sector and College communication plan including liaison with Student Association on potential impact on students and staff of outcome from National Bargaining negotiations as required.	Principal
	6) Workforce planning being carried out at departmental level based on national agreements. Results of latest round of planning incorporated into Human Resources Annual Report 2019.	Director of Organisational Development & HR
Probability/Impact	4 x 3	
Net Risk Score	12	

Trend	↔
Overall Risk Owner	Principal

Risk number	8	WCS 6
Risk description	<u>IT Systems and Infrastructure</u> Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 2.1 - Creating Learning Pathways 3.3 - Utilising Specialist Capabilities 4.2 - Inspirational Learning	
Risk category / appetite	Digital	Hungry
Proximity	Medium-term	
Probability/Impact	4 x 4	
Gross Risk Score	16	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) IT Strategy, Policies / Procedures and system access processes in place. The Asset and Infrastructure Committee review progress achieved in delivering the IT Strategy on an annual basis.	Director of Infrastructure
	2) College involvement in national college sector digital group has concluded. One off SFC funding of £221k in late 2020 utilised to fund purchase of IT devices for students.	Assistant Principal: Creativity and Skills Assistant Principal: Enterprise and Skills
	3) Staff and student feedback and evaluation procedures in place. Action planning in place to address issues raised through feedback mechanisms.	Assistant Principal: Performance and Skills
	4) IT Contingency Plan in place with regular review and update undertaken.	Director of Infrastructure
	5) College has renewed Cyber Essentials Plus accreditation as required. Work commencing on updating the Scottish Government Cyber Resilience Framework.	Director of Infrastructure
	6) College Digital Strategy sets out digital ambitions for the College, presented and approved by the Board of Management. Annual Strategy update report provided to Learning, Teaching and Quality Committee with regular updates provided to SMT. This will provide a basis for College digital developments and a basis for seeking required levels of Scottish Government and SFC funding to support this.	Assistant Principal: Creativity and Skills Assistant Principal: Enterprise and Skills
	7) Data from major IT systems reviewed on ongoing basis to ensure that	Principal

	information upon which strategic decisions are based is robust and up to date.	
Probability/Impact	4 x 3	
Net Risk Score	12	
Trend	↔	
Overall Risk Owner	VP Operations	

Risk number	9	WCS 15
Risk description	College Transformation Plan Failure to deliver the financial and/or non-financial objectives outlined in the College Transformation Plan "Future Proofing Our College".	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 2.1 - Creating Learning Pathways 3.4 - Managing for Resilience 4.3 - Developing the skills base	
Risk category / appetite	Governance	Cautious
Proximity	Long-term	
Probability/Impact	4 x 4	
Gross Risk Score	16	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Transformation Plan has been developed by the College and discussed in detail with the SFC. Plan formally agreed and funding provided by SFC from 2020-21 to support this. Requirement for College to deliver the Transformation Plan from 2020-21 and reduce the level of third-party distance learning.	Principal
	2) Board of Management have approved the Plan and financial objectives are monitored through the F&GP Committee. Board of Management monitor overall plan achievement.	Principal
Probability/Impact	3 x 4	
Net Risk Score	12	
Trend	↔	
Overall Risk Owner	Principal	

Risk number	10	WCS 9
Risk description	Staff Relations Inability to maintain positive staff relations.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 1.3 - Recruiting and Retaining Talented People 3.4 - Managing for Resilience	
Risk category / appetite	Staffing and HR	Open
Proximity	Long-term	
Probability/Impact	4 x 3	
Gross Risk Score	12	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Approved Workforce Plan in place and implementation approved and reviewed by the HR and Corporate Development Committee.	Director of Organisational Development & HR
	2) Clear procedures for communication and engagement with Trade Unions and College staff verified by 2018-19 internal audit on internal communications	Director of Organisational Development & HR
	3) Staff engagement sessions and staff surveys undertaken on regular basis allowing matters to be raised and issues to be addressed early.	Principal
	4) Local trade union consultation and negotiation committees in place for teaching and support staff with meetings taking place monthly. Minutes of the monthly meetings are provided to staff via the College intranet.	Director of Organisational Development & HR
	5) College is supportive of staff involvement in national negotiations and has open dialogue with trade unions at local and national levels as to how staff can be supported.	Director of Organisational Development & HR
	6) College Mobilisation Group continues to operate to oversee operational issues related to Covid-19. Group is chaired by the Director of Infrastructure and has representatives from staff, unions and Student Association. The Group meets weekly and reports to an Executive Group led by the Principal who oversees the overall College Covid-19 response.	Director of Infrastructure
	7) Colleges Scotland Employers Association continues to meet with the EIS in order to resolve the dispute that has been lodged by the trade union in relation to lecturer and instructor/assessor posts as	Director of Organisational Development & HR

	arising at Forth Valley College. This matter and potential implications for the College is kept under review.	
	8) The College continues to monitor the ongoing 2020-21 pay negotiations, with the College Scotland Employers Association currently awaiting notification from support staff trade unions on the next steps.	Vice Principal Operations
Probability/Impact	3 x 3	
Net Risk Score	9	
Trend	↔	
Overall Risk Owner	Principal	

Risk number	11	WCS 11
Risk description	<u>Alternative Income Growth</u> Ability to generate consistent levels of alternative income or to grow alternative income streams.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.1 - Developing Bespoke solutions, Fast 2.3 - Delivering Inclusive Growth 3.1 - Developing new income opportunities 3.2 - Developing the Market	
Risk category / appetite	Competitive Environment	Open
Proximity	Long-term	
Probability/Impact	4 x 3	
Gross Risk Score	12	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Alternative income plans, targets and activities developed annually as part of the Operational Planning Process and shared across the College. Income plans and ambitions are in response to requirements of College Transformation Plan objectives. Reporting and monitoring on activity and progress is subject to review by HR and Corporate Development Committee.	Assistant Principal: Enterprise and Skills
	2) 2020-21 alternative income budget and forecast agreed and monitored by the HR and Corporate Development Committee.	Assistant Principal: Enterprise and Skills
	3) Update report provided to HR and Corporate Development Committee on partnership working with local employers and stakeholders.	Assistant Principal: Enterprise and Skills
	4) Operation planning combined with Curriculum Development Planning procedure used to identify potential opportunities for income growth.	Vice Principal Educational Leadership
	5) Adaption of course portfolio to meet student / employer needs.	Vice Principal Educational Leadership
	6) Financial Strategy and planning in place to address variations.	Director of Finance
	7) Commercial Development and Credit Group meet twice a month to review budget / create forecast and address challenges of delivering alternative income.	Assistant Principal: Enterprise and Skills
Probability/Impact	3 x 3	
Net Risk Score	9	

Trend	↔
Overall Risk Owner	VP Educational Leadership

Risk number	12	WCS 10
Risk description	Workforce Planning Failure to embed Workforce Plan resulting in lack of appropriate resources and skills being developed to achieve College strategic objectives and outcomes	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.3 - Recruiting and Retaining Talented People 2.3 - Delivering Inclusive Growth	
Risk category / appetite	Staffing and HR	Open
Proximity	Long-term	
Probability/Impact	4 x 3	
Gross Risk Score	12	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Board of Management approved College Workforce Plan in place and annual update report provided to HR and Corporate Development Committee.	Director of Organisational Development & HR
	2) Detailed teaching resource planning through use of curriculum mapping tool (CMAP).	Vice Principal Educational Leadership
	3) Resourcing of support staff structures reviewed on an ongoing basis by Executive Management Team to ensure alignment with operational and strategic priorities.	Principal
	4) ITrent HR and payroll software developed to provide staff data and reports including a College establishment report.	Director of Organisational Development & HR
	5) Professional Development Policies are aligned to strategic priorities.	Director of Organisational Development & HR
	6) Roll out of College CPD review process is ongoing and supports succession planning, leadership development and assists in mitigating the impact of the loss of key staff.	Director of Organisational Development & HR
	7) Results from staff skills survey being used to allow the College to identify and address future skills gaps.	Director of Organisational Development & HR
Probability/Impact	3 x 2	
Net Risk Score	6	
Trend	↔	
Overall Risk Owner	Principal	

Risk number	13	WCS 13
Risk description	General Data Protection Regulations Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	3.4 - Managing for Resilience 4.1 - Using Data	
Risk category / appetite	Governance	Cautious
Proximity	Long-term	
Probability/Impact	3 x 3	
Gross Risk Score	9	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) The College has in place a Data Protection Officer (DPO) in compliance with legislative requirement.	Director of Organisational Development & HR
	2) Ongoing review by DPO of departmental compliance with data legislation and addressing issues as required. Report provided to SMT on progress and issues identified / rectified.	Director of Organisational Development & HR
	3) College GDPR and Data Management Working Group which involves SMT and wider staff involvement as required. The Group has oversight of the information risk assessment process and provides reports to SMT as required.	Director of Organisational Development & HR
	4) Data Protection concepts and principles embedded within the operations of the College.	Director of Organisational Development & HR
Probability/Impact	3 x 2	
Net Risk Score	6	
Trend	↔	
Overall Risk Owner	Principal	

Risk number	14	WCS 14
Risk description	<u>Estate Investment Works</u> Normal business activities are unduly affected due to the complexity of sequencing estates investment works.	
Link to the Strategic Priority <i>Refers to the relevant Strategic Priority.</i>	1.2 - Raising Aspirations and Enabling Students to achieve outcomes 3.4 - Managing for Resilience	
Risk category / appetite	Learning and Teaching	Open
Proximity	Long-term	
Probability/Impact	4 x 2	
Gross Risk Score	8	
Controls <i>A control is a framework in place to mitigate the risk.</i>	1) Detailed resource planning involving all relevant parties at early stages to address any issues in advance of project start date.	Director of Infrastructure
	2) Staff resource increased though recruitment of additional Project Manager to address the significant increase in level of expenditure and complexity of projects being undertaken.	Director of Infrastructure
	3) Well embedded Project / Estate Team with knowledge base that allows issues to be identified and addressed.	Director of Infrastructure
	4) Use of external professional advisors to provide oversight and critical review of proposed activities / plans.	Director of Infrastructure
Probability/Impact	3 x 2	
Net Risk Score	6	
Trend	↔	
Overall Risk Owner	VP Operations	

TITLE: Audit Committee

Draft Minutes of the meeting held on Thursday 3 December 2020

Action: The draft Audit Committee minutes from the meeting held on Thursday 3 December 2020 are attached for information. These will be approved at the next Audit Committee meeting scheduled for Thursday 11 March 2021.

The meeting was chaired by John McMillan and Graeme Bold who was in attendance will lead the Board through key matters discussed at the meeting and the Board is asked to note:

- ❖ AM534 - INTERNAL AUDIT REPORT – ASSURANCE MAPPING - Mr Pringle led the Committee through a draft assurance map prepared by Wylie & Bisset which started with the Corporate Plan 2019-2025 strategic objectives and noted the risks which were associated with the delivery of those objectives. The map then noted the various sources of assurance that the Board of Management and Audit Committee could rely upon in addressing these risks. This was discussed in detail with members concluding the format was helpful, recognising that it would evolve and be refined as risks / controls / mitigations (via the 3 lines of defence approach) were updated to reflect operational activity.
- ❖ AM535 - INTERNAL AUDIT REPORT – FRAUD AWARENESS - The report identified four areas of good practice which Mr Pringle summarised and two low level recommendations for improvement that, if addressed, would strengthen the College's control framework. Mr Pringle reported that College management had accepted the recommendations and initiated the management actions noted in the report. The recommendations would be added to the Rolling Audit Action Plan for monitoring purposes going forward.
- ❖ AM538 - EXTERNAL AUDIT ANNUAL EFFECTIVENESS REVIEW - The Secretary advised that there were no areas of concern raised in any of the questionnaires returned.

Lead: Graeme Bold, representing the Audit Committee

Status: Open

AUDIT COMMITTEE

MINUTES: Thursday 3 December 2020.

PRESENT: John McMillan (in the Chair), Wai Wong, Andrew Hetherington, Graeme Bold.

ATTENDING: Liz Connolly (Principal), David Alexander (Vice Principal Operations), Alan Ritchie (Director of Finance), Shirley Gordon (Secretary to the Committee), Vivienne Mulholland (Head of Finance and Student Funding).

ATTENDING BY

INVITATION: Stephen Pringle (Wylie & Bisset)

APOLOGIES: None received.

AM529 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting. No apologies were intimated.

AM530 DECLARATIONS OF INTERESTS

- John McMillan and Liz Connolly - Trustees of West College Scotland Foundation.
- David Alexander - Board member of the Scottish Funding Council and Chair of the Scottish Funding Council Audit and Compliance Committee.

AM531 MINUTES

The minutes of the meeting held on Thursday 3 September 2020 **were approved**.

AM532 ACTIONS FROM THE MINUTES

The Committee **noted** the actions taken and outstanding since the last meeting.

With regard to the Regional Outcome Agreement 2020-21, Mr Alexander reported that, on 1 December 2020, the Scottish Funding Council published guidance for an Interim Regional Outcome Agreement for 2020-21 and a 2019-20 Self Evaluation Report. The guidance set out a new framework for the Interim 2020-21 document with a submission date of the end of January and this would be discussed in further detail at the Board meeting scheduled for 14 December 2020.

AM533 MATTERS ARISING FROM THE MINUTES (AND NOT OTHERWISE ON THE AGENDA)

No matters arising were raised that were not already covered by agenda items.

AM534 INTERNAL AUDIT REPORT – ASSURANCE MAPPING

Stephen Pringle explained that, as part of the 2020-21 Internal Audit Plan, Wylie & Bisset conducted a review of the College assurance mapping arrangements which considered:

- The College assurance mapping arrangements in place; and
- The methods of assurance in place and whether these were appropriate.

As part of the review, the Audit Committee was provided with a draft assurance map which built upon the internal auditors' assurance needs assessment (audit universe) and Mr Pringle presented the outcome of the Assurance Mapping internal audit review and the recommendations arising from this.

The internal audit review concluded that Wylie & Bisset “... can provide a substantial level of assurance over the process which the College is adopting for its risk and assurance framework. Over the last few years, the College has been working on its risk management framework. The College is planning on using its risk management process to provide an assurance map to the Board of Management and Audit Committee that they are receiving the appropriate level of assurance”.

The report identified three areas of good practice which Mr Pringle summarised and six recommendations (four medium and two low) for improvement that, if addressed, would strengthen the College’s control framework. Mr Pringle reported that College management had accepted the recommendations and initiated the management actions noted in the report. The recommendations would be added to the Rolling Audit Action Plan for monitoring purposes going forward.

Mr Pringle led the Committee through a draft assurance map prepared by Wylie & Bisset which started with the Corporate Plan 2019-2025 strategic objectives and noted the risks which were associated with the delivery of those objectives. The map then noted the various sources of assurance that the Board of Management and Audit Committee could rely upon in addressing these risks. This was discussed in detail with members concluding the format was helpful, recognising that it would evolve and be refined as risks / controls / mitigations (via the 3 lines of defence approach) were updated to reflect operational activity.

The Audit Committee:

- **Approved the contents of this report.**
- **Noted the six recommendations made in the report and that these would be recorded on the College Rolling Audit Action Plan for future monitoring.**
- **Considered the content and format of the Draft Assurance Map (Appendix A of the report) and approved this for further development.**

AM535 INTERNAL AUDIT REPORT – FRAUD AWARENESS

Stephen Pringle explained that, as part of the 2020-21 Internal Audit Plan, Wylie & Bisset conducted an internal audit of Fraud Awareness which reviewed and considered:

- Recommendations arising from the College March 2020 purchase ledger fraud investigation, in order to ensure these had been implemented and staff were adhering to these as required;
- The College's Fraud and Corruption Policy and any associated procedures to ensure that these were robust, up to date and fit for purpose;
- The College's Fraud Response Plan to ensure this was robust and fit for purpose; and
- Fraud training which was in place and had been provided to College staff.

He presented the outcome of the Fraud Awareness internal audit review along with recommendations arising from the audit work carried out.

The review concluded that Wylie & Bisset “... can provide a strong level of assurance over the College's fraud awareness policies and Fraud Response Plan. We can also confirm that the recommendations raised in respect of the purchase ledger fraud investigation have been implemented. Fraud awareness training has been provided to the Finance Team, and training on the new procedure for changes to supplier's bank details has been provided specifically to the Purchase Ledger team”.

The report identified four areas of good practice which Mr Pringle summarised and two low level recommendations for improvement that, if addressed, would strengthen the College's control framework. Mr Pringle reported that College management had accepted the recommendations and initiated the management actions noted in the report. The recommendations would be added to the Rolling Audit Action Plan for monitoring purposes going forward.

The Audit Committee:

- **Approved the contents of this report.**
- **Noted that the two low level recommendations made in the report would be recorded on the College Rolling Audit Action Plan.**

AM536 INTERNAL AUDIT ANNUAL PLAN 2020-21 UPDATE

Stephen Pringle explained that the Audit Committee approved the 2020-21 College internal audit plan in May 2020, and he led the Committee through an update on 2020-21 planned internal audit activity for the year including:

- Agreed timings of the approved internal audit assignments;
- Dates that the Committee can expect to receive the internal audit reports; and
- Agreed timings for the other audit work to be undertaken.

The Committee discussed the audit area due to commence on 1 February 2021 "Study of Effects of Covid – 19" and Mr Pringle described its scope. In response to a question, the Principal reassured the Committee that the impact of two of the College campuses being currently in Tier 4 areas was minimised. To date, the retention of students was good with all staff putting students at the heart of remote curriculum delivery to avoid disruption as much as possible. The Committee commended to agility and flexibility of all staff.

The Audit Committee noted the contents of this report.

AM537 ROLLING AUDIT ACTION PLAN

The Director of Finance explained that the purpose of the Rolling Audit Action Plan (RAAP) was to update the Audit Committee on the status of the recommendations made by both the internal and external auditors arising from the:

- a) Internal audit reports received and approved by the Committee.
- b) External auditor management letter recommendations received as part of the year end reports made to the Joint Audit / Finance and General Purposes Committee.

The Director of Finance led the Committee through the report, summarising the movement in relation to audit recommendations made since the last meeting and confirmed that the RAAP was reviewed by relevant staff on a continual basis. The College considered good progress was being made addressing the recommendations made by both internal and external auditors.

In recognising the progress made, the Committee extended its thanks to Mr Ritchie and his team for their endeavours under difficult and unprecedented circumstances.

The Audit Committee approved:

- **The removal of six internal audit recommendations.**
- **The removal of two 2018-19 external audit recommendations.**
- **An extension of time for two internal audit recommendations.**

- **The Rolling Audit Action Plan.**

AM538 EXTERNAL AUDIT ANNUAL EFFECTIVENESS REVIEW

The Secretary to the Committee summarised the findings of the external audit annual effectiveness review recently completed by members and attending officers of the Audit Committee. She confirmed that questionnaires returned indicated that members of the Committee were satisfied that the external auditors communicated issues freely with the Audit Committee and members were satisfied with their relationship with the external auditors. Committee members agreed that the external auditors provided constructive observations, implications, and recommendations in areas needing improvement and that they demonstrated an ongoing understanding of the uniqueness of the college sector. Attending officers of the Committee indicated that they were satisfied with the scope, nature, extent, and timing of testing performed by the external auditors as well as the knowledge, skills, and abilities of the staff assigned to do the audit work). Furthermore, they were satisfied with the engagement leadership assigned including the partner(s), manager(s) and fieldwork leaders.

The Secretary advised that there were no areas of concern raised in any of the questionnaires returned.

The Committee agreed with the conclusions and noted the report. The Committee asked that the Secretary to the Board convey the outcome of the report to the external auditor. {ACTION – SG}

AM539 RISK MANAGEMENT STRATEGY AND STRATEGIC RISK REGISTER

The Director of Finance reported that, in accordance with the Corporate Governance Code, the College Board of Management was tasked with ensuring a framework of risk management and control was in place. He provided:

- An updated College Risk Management Strategy for consideration adding that the Strategy was reviewed on an annual basis and had been updated to reflect developments in the College's risk management approach;
- The next steps in the development of the College Risk Management Strategy; and
- The current College Strategic Risk Register for the consideration.

The Committee considered the updated College Risk Management Strategy noting that several changes had been made to the overall Strategy including updating Committee names and staff roles, several definitions had been updated to reflect current good practice, the inclusion of the College risk appetite statement and now included a revised risk register format. The Committee was content with the changes and, although the length of the document was increasing, it represented the required College risk management practices.

Mr Ritchie presented the College Strategic Risk Register explaining that the Senior Management Team continued to review it. In carrying out that review process, Mr Ritchie summarised the considerations / adjustments that had been made recently and highlighted the mitigating controls across all risks that had been updated to take account of the outcomes of internal / external audit reports and any relevant Scottish Government/Scottish Funding Council announcements. The Chair recorded his thanks to the Senior Management Team and noted that, based on knowledge of the current operating environment, it did not consider there was a requirement to amend the top five risks or the associated risk pre and post

mitigation scoring, therefore, there had been no changes to the remaining strategic risk scores.

Mr Ritchie confirmed that future iterations of the Risk Register would include links to the Assurance Map discussed earlier. The Committee agreed that the Strategy and Register provided reassurance that good robust plans / controls / mitigations were in place especially in such exceptional circumstances when the College's ability to influence some of these areas was limited.

The Audit Committee:

- **Considered and approved the updated Risk Management Strategy.**
- **Noted the next steps in the development of the College Risk Management Strategy.**
- **Reviewed the current Strategic Risk Register and made no changes to it.**

AM540 REGISTER OF INTEREST FOR BOARD AND COMMITTEE MEMBERS

The Register of Interests for the Board of Management and Committee members had been updated and was attached for information.

The Audit Committee noted the contents of the Register.

AM541 COMMITTEE MEMBERSHIP EXTENSION TO CO-OPT MEMBER TENURE

The Committee was asked to note that the tenure of co-opted member Wai Wong expired on 1 February 2021 and recommend the extension of his co-opt term of office for approval at the February 2021 Board meeting. As such, the Chair of the Committee would request that Wai be reappointed for a further one year (1 March 2021 to 28 February 2022) and would ask the Chair of the Board to present this for approval to the Board.

The Committee recommended approval to the Board of Wai Wong's reappointment or a further one year (1 March 2021 to 29 February 2022).

AM542 SCHEDULE OF BUSINESS 2020-21

The Director of Finance outlined the remit of the Audit Committee and how the schedule of business assisted in fulfilling this. The schedule of business was also used to inform the Annual Report of the Chair of the Audit Committee to the Board of Management.

The Committee noted the 2020-21 Schedule of Business.

AM543 ANY OTHER BUSINESS

- Date of Next meeting - Thursday 11 March 2021.
- Last Meeting for John McMillan and Andrew Hetherington – Mr Alexander reported that John and Andrew's terms of office as Board members expired on 31 January 2021 so this would be their last Audit Committee meeting. On behalf of the Committee members and the College, he thanked them for their constructive challenge and input throughout their memberships. Mr Hetherington and Mr McMillan thanked the Committee for the kind words and wished it every success in the future.

TITLE: Asset and Infrastructure Committee

Draft Minutes of the meeting held on Tuesday 8 December 2020

Action: The draft Asset and Infrastructure Committee minutes from the meeting held on Tuesday 8 December 2020 are attached for information. These will be approved at the next AIC meeting scheduled for Tuesday 9 March 2021.

The meeting was chaired by Nick Allan and he will lead the Board through key matters discussed at the meeting and the Board is asked to note:

- ❖ EM442 - The Vice Principal Operations provided an update on emerging opportunities and partnership engagement and summarised progress to date in considering emerging estates opportunities and models with partners in Renfrewshire, West Dunbartonshire and Inverclyde.
- ❖ EM444 - The Director of Infrastructure provided an update in relation to IT Department developments, projects and funding.

Lead: Nick Allan, Chair, AIC

Status: Open (**EXCEPT FOR MINUTE Nos EM443 and EM447 which are restricted**)

ASSET AND INFRASTRUCTURE COMMITTEE

MINUTES: Tuesday 8 December 2020

Present: Nick Allan (in the Chair), Liz Connolly, John McMillan, Andrew Hetherington, Jenifer Johnston.

Apologies: None received.

Attending: David Alexander (Vice Principal Operations), Stephanie Graham (Vice Principal Educational Leadership), Alan Ritchie (Director of Finance), Peter Thorne (Head of Estates), Shirley Gordon (Secretary to the Committee), Martin Joyce (Director of Infrastructure), Brian Stobbs (Head of IT), Waiyin Hatton (Board Chair).

EM437 WELCOME

The Chair welcomed everyone to the meeting and thanked them for their attendance via Teams. Mr Allan welcomed Brian Stobbs, recently appointed as Head of IT.

EM438 DECLARATIONS OF INTERESTS

- John McMillan and Liz Connolly - Trustees of the West College Scotland Foundation.
- David Alexander - member of the Council of the Scottish Funding Council (SFC) and Chair of the SFC's Audit and Compliance Committee.
- Waiyin Hatton: Wai Beyond, People and organisational development consultancy; Harvey McMillan, People and organisational development consultancy; Action Against Stalking; Colleges Scotland (Board member).

EM439 MINUTES

The minutes of the meeting held on Wednesday 16 September 2020 **were approved**.

EM440 ACTIONS FROM THE MINUTES

The Committee **noted** a report on actions taken since the last meeting and updates were reported.

EM441 Matters Arising

The following matters arising were reported:

- Room Utilisation – Mr Alexander reported that, usually at this time of year, a room utilisation study would be undertaken. This had not been commissioned during November 2020 due to the obvious disruption caused by the Covid-19 pandemic. The College would keep the possibility of undertaking utilisation reviews going forward, but it was unlikely that this would be viable prior to summer 2021.
- Regional Outcome Agreement 2020-21 - Mr Alexander reported that, on 1 December 2020, the Scottish Funding Council published guidance for an Interim Regional Outcome Agreement for 2020-21 and a 2019-20 Self Evaluation Report. The guidance set out a new framework for the Interim

2020-21 document with a submission date of the end of January and this would be discussed in further detail at the Board meeting scheduled for 14 December 2020.

The Committee noted the update.

EM442 Emerging Opportunities Report

The Vice Principal Operations provided an update on emerging opportunities and partnership engagement and summarised progress to date in considering emerging estates opportunities and models with partners in Renfrewshire, West Dunbartonshire and Inverclyde:

- ❖ Renfrewshire - the Executive Management Teams of the College and Renfrewshire Council had periodic meetings scheduled throughout the year in order to discuss areas of collaboration, integration and development. The latest meeting took place on 18 November 2020, at which Renfrewshire Council provided an update in relation to:
 - the ownership and development intentions for the Chivas Brother site; and
 - their participation with the College and the University of the West of Scotland in a SFC funded review to map current and future education and curriculum synergies and consider possible innovative estates and co-location proposals arising from this.

Mr Alexander confirmed that the SFC had agreed to fund this piece of work and had agreed to communicate further with all partners in the New Year.

- ❖ West Dunbartonshire – Mr Alexander reported that the College continued to work closely with the local authority, healthcare, business and communities to create a joined up approach to investment in the local environment and infrastructure, which would ensure the campus was a bridge to required wider regeneration and development, contributing to a successful town centre.
- ❖ Inverclyde - Mr. Alexander outlined the steps that the College was continuing to take in engaging with Peel Ports – in their capacity as a lead partner with Riverside Inverclyde – and Inverclyde Council - in relation to the OBC proposals for a new build campus at East India Dock. Mr Alexander confirmed that Inverclyde Council had initiated a new Local Development Plan review process for the area encompassing the East India Dock site and the College was now engaging with this. The current position in relation to College Outline Business Cases (OBCs) for Greenock and Paisley:
- ❖ Paisley Campus OBC – a meeting took place between the College Executive Team and SFC Officers on Friday 13 November 2020. At this meeting it was confirmed that the SFC still wished a curriculum review to proceed with local partners - these being the University of the West of Scotland and Renfrewshire Council – in order for the Paisley OBC to progress. The SFC had advised that the broad remit of this review would

be to map current and future education and curriculum synergies and consider possible innovative estates and co-location proposals arising from this which may further inform the Paisley OBC. Partners would, therefore, again be asked to commit to it being progressed during 2021. The SFC had committed to funding the exercise and to providing all partners involved with the draft scope for review and final agreement during the coming period.

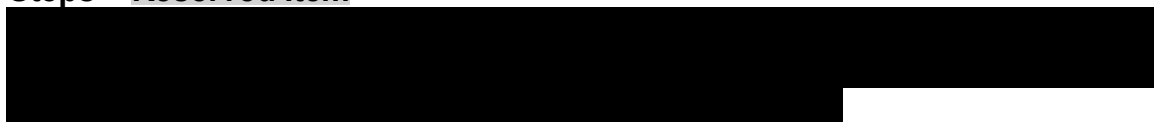
- ❖ Greenock OBC – Mr Alexander outlined the current position in seeking to progress approval of the College OBC for development of a new build campus at the East India Dock site in Greenock. Mr Alexander added that the partnership work required by the SFC in order to progress the Paisley OBC may also inform this process to some extent.

The Committee discussed the report at length and the following points were clarified:

- ❖ In September 2020, the College received an update report from West Dunbartonshire Council which included a level of detail on the cost aspect of the District Heating System. The College met with a representative of the Council in October 2020 to gain further clarification on the update provided and Mr Alexander summarised the position reached in relation to governance, cost of connection, cost of supply, carbon saving and procurement / legal matters. The Committee agreed there remained significant areas for the College to comprehend and address in considering the viability of this project and whether it could be progressed. Members welcomed that a further meeting was scheduled with the Council to discuss these matters on 11 December 2020.
- ❖ Mr Alexander and Mr. Joyce met with representatives of Inverclyde Council on 19 November 2020 to discuss the ongoing review of the Local Development Plan previously put in place during 2019 for the area covering the East India Dock site which was being reconsidered following the upholding of a legal challenge from a housing developer. He agreed to circulate an article about the legal challenge for members information. **{ACTION – DA}**
- ❖ It was agreed that a briefing paper incorporating a timeline would be helpful to inform new Committee and Board members on the extensive engagement which had taken place within Inverclyde given the extent and complexity of this. Mr Alexander committed to providing this. **{ACTION – DA}**
- ❖ Mr. Alexander confirmed that the partnership curriculum review was to be fully funded by the SFC and that they would appoint someone to lead this project.
- ❖ The Committee commended the significant programme of engagement with partners in seeking to progress emerging estates opportunities and models that the College had undertaken and continued to undertake.

The Committee noted the update.

EM443 Board of Management Estates Development Session – Outcomes and Next Steps – Reserved Item



[Redacted]

[Redacted]

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EM444 IT Update

The Director of Infrastructure provided an update in relation to IT Department developments, projects and funding.

Mr Joyce led the Committee through a summary of Service development, support for teaching and learning, infrastructure developments, security and resilience, IT Project updates (and the associated annual development budget) and the College IT Strategy.

The Committee welcomed hearing that the new Student IT Helpdesk was now fully operational and currently accessible daily at the Greenock Finnart Street, Clydebank and Paisley campuses with support being provided to students by students. The Student IT Team was currently also supporting the distribution of Chromebook and laptop devices from each campus location.

In response to a question, Mr Joyce reported that work had commenced on the preparation of a new IT Strategy to cover the period until 2025 which reconciled to the period covered by the current College Corporate Strategy. It was intended the updated IT Strategy would also align with both the College Digital Strategy and the national college sector framework “Digital Ambition for Scotland’s Colleges”.

Regarding WIFI, Mr Joyce explained that the College had procured wireless network equipment that would replace and enhance provision across all campus locations. Work commenced during October 2020 on replacing the existing wireless access points and configuration and deployment of this new wireless equipment remained ongoing, with a target completion date of April 2021. Additional network cable installations were also required to support this, and the IT team continued to work with a specialist contractor on arrangements for that element.

The Asset and Infrastructure Committee reviewed and noted the update.

EM445 2019-20 Climate Change Report

The Director of Infrastructure highlighted College outcomes in meeting the Scottish Government annual climate change reporting requirements.

Mr Joyce led the Committee through the College Annual Climate Change Report (as required by Section 44 of the Climate Change Act which placed duties on public bodies). He highlighted:

- Progress made by the College in reducing the level of carbon dioxide it generated.
- Levels of interaction with other public and private sector organisations.
- Sustainability projects undertaken during the year.

Mr Joyce summarised actions the College would continue to take and, in response to a question, confirmed that included the continued education of students and staff on the effects of carbon emissions on the College (and working with EAUC to assess what further resources could be used) as well as investing in energy efficient lighting and other projects where there was a positive return on investment should funding allow this investment.

The Asset and Infrastructure Committee noted the report.

EM446 Estates Maintenance Plan and Sustainability Update

The Director of Infrastructure provided an update in relation to:

- Scottish Funding Council (SFC) estate maintenance funding, including allocation of additional 2020-21 high priority maintenance funding;
- The College Estate Maintenance Plan 2020-21;
- Transfer of activity from YMCA Building to the Renfrew Road Campus;
- The impacts and actions arising in relation to managing Covid-19; and
- Carbon management and sustainability projects.

Mr Joyce played a video which showed a walk-round of the internal refurbishment works in order to relocate activity from the Centre for Performing Arts to the Inchinnan Building on the main Paisley Campus and members welcomed this excellent preview.

It was also confirmed the College had issued a formal notice to terminate the current lease of the existing YMCA premises.

Mr Thorne summarised the College procurement / tender processes to appoint contractors and highlighted the works being undertaken by the existing chartered building surveyors across College estate currently.

The Principal confirmed that ongoing discussions at SMT and Mobilisation Group meetings remained key in ensuring the continued safety of all staff and students during the Covid-19 pandemic and confirmed that national guidelines were (and would continue to be) adopted at all times.

The Asset and Infrastructure Committee:

- **Considered the update provided in relation to the College estates maintenance plan and associated funding for 2019-20 and 2020-21.**
- **Considered the update on the work undertaken in order to relocate activity from the Centre for Performing Arts to the Inchinnan Building on the main Paisley Campus.**
- **Considered the progress being made in progressing carbon management and sustainability projects.**

- **Noted that the College continued to have robust ongoing arrangements in place in responding to the challenges arising from covid-19 restrictions**
- **Reviewed and considered the overall report.**

EM447

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



EM448 Strategic Risk Consideration

The Director of Finance explained that under the Corporate Governance Code, the Board of Management was tasked with ensuring a framework of risk management and control was in place.

Mr Ritchie presented the College Strategic Risk Register explaining that the Senior Management Team continued to review it. In carrying out that review process, Mr Ritchie summarised the considerations / adjustments that had been made recently and highlighted the mitigating controls across all risks that had been updated to take account of the outcomes of internal / external audit reports and any relevant Scottish Government/Scottish Funding Council announcements.

Mr Ritchie added that, based on knowledge of the current operating environment, the SMT did not consider there was a requirement to amend the top five risks or the associated risk pre and post mitigation scoring, therefore, there had been no changes to the remaining strategic risk scores.

The Asset and Infrastructure Committee reviewed and approved the College Strategic Risk Register and in doing so considered:

- **The risks included in the register;**
- **The revised risk rating both pre and post mitigation;**
- **Whether any other risks should be considered for removal;**
- **Whether any new risks should be considered for inclusion; and**
- **The progress made in further developing the College Risk Management framework.**

EM449 Scottish Government Consultation - Draft Infrastructure Investment Plan 2021-22 to 2025-26

The Director of Infrastructure provided an update on the draft Infrastructure Investment Plan for Scotland 2021-22 to 2025-26.

Mr Joyce led the Committee through the consultation process undertaken by the Scottish Government which sought to consult on some key aspects before the Plan was finalised later this year. He explained that Colleges Scotland had co-ordinated an overall sector response to the consultation document (which was included with the Committee papers) and WCS provided a contribution to inform this.

The Asset and Infrastructure Committee reviewed and considered the draft plan and consultation process undertaken by the Scottish Government.

EM450 Our Digital Ambition for Scotland’s Colleges

The Director of Infrastructure provided an update on the recent publication of the “Our Digital Ambitions for Scotland’s Colleges” by Colleges Scotland, Jisc and the College Development Network (CDN).

Mr Joyce explained that the Digital Ambition for Scotland’s Colleges was published in September 2020 and developed by the college sector to provide evidence on the sector’s digital intentions. He led the Committee through the overall vision of the Digital Strategy which had four main priorities and three main areas for targeted improvement and action.

In response to a question, Mr Joyce explained that the College had separate Digital and IT Strategies and, while the current Digital Strategy was being kept under review through the work of the College Digital Strategy Group, a new IT Strategy was currently in the embryonic stages of being written.

The Asset and Infrastructure Committee reviewed and considered the Digital ambitions document.

EM451 Schedule of Business 2019-20

The Director of Infrastructure outlined how the Schedule of Business for 2020-21 enabled the Committee to fulfil its remit and summarised business items coming up.

The Committee noted its schedule of business for 2020-21.

EM452 Any Other Business

- Date of Next meeting: **Tuesday 9 March 2021.**
- Jen Johnston reported that it would be her last meeting as she had resigned as a Board member effective from 1 January 2021 to take up the role of Communications and Public Affairs Manager at Colleges Scotland. The Committee thanked her for her constructive input throughout her tenure and wished her well in the future.

TITLE: **BOARD MEMBERSHIP, PROPOSED SCHEDULE OF BUSINESS 2020/21 AND DATES OF MEETINGS IN 2020/21**

Background: The Board is asked to note:

1. **Current Board membership** – see Annex 1.
2. **Proposed Schedule of Business for 2020/21** – see Annex 2. This will be subject to review and adjustment in light of business coming forward but has been drafted based on the 2019/20 business cycle to give a guide.
3. **Dates of meetings in 2020/21** – see Annex 3. The dates of meetings of the Board and Committees is attached.

Action: The Board is asked to note the information.

Lead: Shirley Gordon, Secretary to the Board

Status: Open



WEST COLLEGE SCOTLAND BOARD OF MANAGEMENT

Under the terms of the Further and Higher Education (Scotland) Act 1992, as amended by the Post-16 Education (Scotland) Act 2013, the membership of the Board of Management 'shall consist of no fewer than 15 nor more than 18 members. The current membership is:

Chair

Dr Waiyin Hatton

Vice Chair

Jacqueline Henry

Principal

Elizabeth Connolly (*ex officio*)

Teaching staff – 1 elected

David Watson

Non-Teaching staff – 1 elected

Steven Cairney

Students Association (2)

Vanessa Thompson

Stefana Margarint

Non-Executive Members

Sabira Akram

Nick Allan

Graeme Bold

Jim Hannigan

Gordon Hunt

Linda Johnston

John Leburn

Grant Lyall

Fiona McKerrell

Mark Newlands

Angela Wilson

In Attendance

Stephanie Graham, Vice-Principal Educational Leadership

David Alexander, Vice-Principal Operations

Shirley Gordon, Secretary to the Board

**BOARD OF MANAGEMENT
PERIOD OF APPOINTMENT AND MEMBERSHIP OF COMMITTEES 2020/21**

Name	Status	Period of appointment	Committee (s)	Period of appointment (as Chair / Vice Chair / member)
Dr Waiyin Hatton	Chair	3.03.2020 – 02.03.24	Chair of Board Chair of Nominations Member of Remuneration <i>Ex officio</i> – A&IC, Finance & GP, LTQ, HRCDC	
Jacqueline Henry	Non-Executive	3 +4 years 1.02.15 – 31.01.18 1.02.18 – 31.01.22	Board Vice Chair from 1.1.17 LTQ (Chair) Nominations Remuneration	
Elizabeth Connolly	Principal	<i>Ex officio</i> 1.09.18	Board A&IC Finance & GP LTQ HR&CD Audit (in attendance) RemCo (in attendance)	
David Watson	Teaching Staff	4 years 13.09.17 – 12.09.21	Board LTQ Nominations (1.04.18 – 31.03.20)	
Steven Cairney	Support Staff	4 years 18.09.19 – 17.09.23	Board LTQ Nominations (1.04.20 – 31.03.22)	

Vanessa Thompson	Student President	1 year 1.08.19 – 31.07.20 Re-elected - 1.08.20 – 31.07.21	Board LTQ Nominations	
Stefana Margarint	Student rep	1 year 1.08.20 – 31.07.21	Board LTQ Nominations	
Sabira Akram	Non-Executive	4 years 1.12.19 – 30.11.23	Board HRCDC	
Nick Allan	Non-Executive	4 + 4 years 1.02.15 – 31.01.19 1.02.19 – 31.01.23	Board A&IC (Chair) Nominations Remuneration	
Graeme Bold	Non-Executive	4 years 1.02.21 – 31.01.25	Board	
Jim Hannigan	Non-Executive	3 +4 years 1.02.15 – 31.01.18 1.02.18 – 31.01.22	Board Finance & GP (Chair) HR&CD (Vice-Chair) Nominations Remuneration	
Gordon Hunt	Non-Executive	4 years 1.02.21 – 31.01.25	Board	
Linda Johnston	Non-Executive	4 + 4 years 1.01.17 – 31.12.20 1.01.21 – 31.12.24	Board HR&CD	
John Leburn	Non-Executive	4 + 4 years 1.01.17 – 31.12.20 1.01.21 – 31.12.24	Board Finance & GP	
Grant Lyall	Non-Executive	4 years 1.02.21 – 31.01.25	Board	

Fiona McKerrell	Non-Executive	4 years 1.12.19 – 30.11.23	Board LTQ	
Mark Newlands	Non-Executive	4 +4 years 1.02.15 – 31.01.19 1.02.19 – 31.01.23	Board HR&CD (Chair) Remuneration (Chair) Nominations	-
Angela Wilson	Non-Executive	4 years 1.09.17 – 31.08.21	Board Finance & GP	

CO-OPTED MEMBERS PERIOD OF APPOINTMENT AND MEMBERSHIP OF COMMITTEES 2020/21

Name	Status	Period of appointment	Committee
Ruth Binks	Co-opted	1 year 1.03.19 – 29.02.20 1.03.20 – 29.02.21 1.03.21 – 29.02.22	LTQ
Mark Hamilton	Co-opted	1 year 1.11.19 – 31.10.20 1.11.20 – 31.10.21	LTQ
Wai Wong	Co-opted	1 year 1.03.19 – 29.02.20 1.03.20 – 29.02.21 1.03.21 – 29.02.22	Audit
David Mark	Co-opted	1 year 1.03.18 – 29.02.19 1.03.19 – 29.02.20 1.03.20 – 29.02.21 1.03.21 – 29.02.22	HR&CD

WCS BOARD - SCHEDULE OF BUSINESS

WHAT	WHEN				
	Meeting – 5/10/20 Papers dist – 28/10/20	Meeting – 14/12/20 Papers dist – 7/12/20	Meeting – 1/2/21 Papers dist – 25/1/21	Meeting – 22/3/21 Papers dist – 15/3/21	Meeting – 14/6/21 Papers dist – 7/6/21
Standing Items of Business					
Chair's Report	✓	✓	✓	✓	✓
Chief Executive's Report	✓	✓	✓	✓	✓
Student Association Report	✓	✓	✓	✓	✓
Strategic Risk Register	✓	✓	✓	✓	✓
Board of Management:					
• Membership	✓	✓	✓	✓	✓
• Dates of Meetings	✓	✓	✓	✓	✓
• Proposed Schedule of Business	✓	✓	✓	✓	✓
• Any appointment matters to consider?	✓	✓	✓		
• Other	✓ October Board agendas include the Articles, SofD and SOs to approve	None	Start of Board Dev Plan discussions		
Report on Delegated Action Taken since last meeting (if any)	None	None	None		
Approval of any Policies?	None	None	None		
Approval of any contracts?	None	None	None		

WCS BOARD - SCHEDULE OF BUSINESS

WHAT	WHEN				
	Meeting – 5/10/20 Papers dist – 28/10/20	Meeting – 14/12/20 Papers dist – 7/12/20	Meeting – 1/2/21 Papers dist – 25/1/21	Meeting – 22/3/21 Papers dist – 15/3/21	Meeting – 14/6/21 Papers dist – 7/6/21
Main Items of Business					
Budget and 5-Year Financial Forecast	(DAX note - was signed off at the July Board meeting and there is no specific paper required – assuming any points arising at the FGP meeting would be picked up through the update from the FGP meeting when the Chair presents the FGP minutes). NOTE 1				✓
External Board Effectiveness Review – (carried out every 3 years – last done and submitted to February 2020 Board meeting. Next review due to be carried out by February 2023).	Not required in 2020				
Financial Regulations Annual Review	✓				
Staff Survey Outcomes	(DG note - removed – for Dec Board agenda instead).	(DG Note – removed - delayed from Oct agenda – not for Dec either as still under discussion at SMT).			

WHAT	WHEN				
	Meeting – 5/10/20 Papers dist – 28/10/20	Meeting – 14/12/20 Papers dist – 7/12/20	Meeting – 1/2/21 Papers dist – 25/1/21	Meeting – 22/3/21 Papers dist – 15/3/21	Meeting – 14/6/21 Papers dist – 7/6/21
Regional Outcome Agreement Review Report		✓			
Financial Statements for the year end		✓			
Report from External Auditor		✓			
Annual Report from Audit Committee		✓			
Annual Report from Internal Auditor		✓			
Management Accounts to quarter end		✓			✓
Board Development Action Plan Update			✓		
Draft Regional Outcome Agreement			✓		
Review of anti-Modern Slavery Statement			Defer to March	✓	
Final Regional Outcome Agreement				✓	
HR Annual Report				✓	
Key Performance Indicators update				✓	
Proposed dates of Board meetings for following year				✓	
Internal Board Annual Effectiveness Review (outlining what will happen and when)				✓	
Update on the Employee Health and Wellbeing Strategy				✓	
Budget and Financial Strategy (including budget for Students Association)					✓
Review of Board Development Action Plan					✓
Outcomes from Board Internal Effectiveness Review					✓

WCS BOARD - SCHEDULE OF BUSINESS

WHAT	WHEN				
	Meeting – 5/10/20 Papers dist – 28/10/20	Meeting – 14/12/20 Papers dist – 7/12/20	Meeting – 1/2/21 Papers dist – 25/1/21	Meeting – 22/3/21 Papers dist – 15/3/21	Meeting – 14/6/21 Papers dist – 7/6/21
Committee Reports on Progress against Regional Outcome Agreement					✓
Committee Reports					
Audit	Sept minute		Dec minute	March minute	May minute
FGPC	Sept minute	Nov minute		March minute	June minute
AIC	Sept minute		Dec minute	March minute	May minute
Joint Audit - FGPC		Nov minute			
HRCDC	Sept minute	Nov minute		Feb minute	May minute
LTQC		Nov minute		Feb minute	May minute
Nominations					May minute
RemCo		Oct minute		Feb minute	

NOTE 1 - The 5-year forecast would normally be signed off at the May/June FGP and approved at the June Board meeting – 2020 is the only year this hasn't happened due to COVID and so was signed off in July. The management accounts go to the Board twice a year (at December and June meetings) and that provides an update on the in-year financial position. The 5-year forecast would only be presented once a year at the June Board meeting when we roll it forward a year and provide an update on it.

Dates of Meetings in 2020-21

Committee	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021	March 2021	April 2021	May 2021	June 2021
BOARD (at least 4) Mondays at 4.00 p.m.		5		14		1	22			14
Audit (at least 4) Thursdays at 4.00 p.m.	3			3			11		20	
Joint Audit & Finance			24							
Finance and GP (Normally will meet 4 times per year, but at least 3 times per year) Tuesdays at 4.00 p.m.	8		24				2			1
HR & CD (will meet four times) Wednesdays at 4.00 p.m.	Tues 15		4			10			12	
LTQ (at least 3 times) Wednesdays at 4.00 p.m.			11			24			19	
Estates (at least 3 times) Tuesdays at 4.00 p.m.	Wed 16			8			9		11	
Remuneration (twice per year) Note (2)		5				1				
Nominations (at least annually)										

NOTES

- 1) The venue for the Board and some Committee meetings will alternate between different Campuses as indicated above.
C = Clydebank; G = Greenock; P = Paisley
- 2) To be held before the Board of Management meeting.
- 3) No formal business meetings are held in July or August.